DOCUMENT RESUME

ED 241 373 SO 015 248

AUTHOR Betterton, Maribelle
TITLE Iowa History Past and Present.
INSTITUTION Area Education Agency 7, Cedar Falls, IA.
PUB DATE 80
NOTE 298p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Evaluation Methods; Geography; Grade 5; Instructional Materials; Intermediate Grades; Learning Activities; Lesson Plans; Local History; *Map Skills; *State History; Teacher Developed Materials; Units of Study
IDENTIFIERS *Iowa; PF Project

ABSTRACT

Designed for use with intermediate students, this unit presents eight 45-minute lessons in which students learn about Iowa's history, economic factors, governmental functions, geography, and people. Although the unit is intended primarily for fifth grade students residing in Iowa, it can be used as a model for those interested in developing similar units in other states. Each of the 40 lesson plans includes objectives, suggested materials and activities, and related student materials. The majority of the lessons include map activities centering around a student-made map packet. In addition, the unit gives bulletin board ideas; songs; lists of things to see and places to visit, a unit evaluation checklist for teacher evaluation; a unit evaluation checklist for pupil evaluation; and an extensive bibliography of related books, films, video cassettes, freebies, and other resource materials. This document is one of a collection of materials from the Iowa Education Agency 7 Teacher Center project. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED241373

IOWA HISTORY

PAST AND PRESENT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ronald Dickinson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 015 248

Developed by:

Maribelle Betterton
Malcolm Price Laboratory School
Cedar Falls, Iowa 50613

Sponsored by:

The Teacher Center
Nellie Garvey School
2201 E. Mitchell Avenue
Waterloo, Iowa 50702

AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

Document title: Iowa History . Past and Present

Author(s): Maribelle Betterton

Developed with funds provided by a federal Teacher Center grant contract under the provisions of the Higher Education Act of 1965.

AEA 7 Teacher Center
Waterloo, Iowa
Sept. 15, 1978 to Aug. 15, 1983

Teacher Center Policy Board Chair - Doris Mauer
Teacher Center Director - Diane Gibson, Ed. D.

Ronald Dickinson, Ed. D.- Chief Administrator, AEA 7

TABLE OF CONTENTS

	Page
CREDITS	1
OVERVIEW	2
STATEMENT OF PURPOSE	2
DAILY LESSON PLANS	3
Lesson 1	3
Lesson 2	7
Lesson 3	10
Lesson 4	13
Lesson 5	16
Lesson 6	17
Lesson 7	20
Lesson 8	22
Lesson 9	29
Lesson 10	33

	Page
Lesson 11	36
Lesson 12	37
Lesson 13	40
Lesson 14	45
Lesson 15	50
Lesson 16	53
Lesson 17	57
Lesson 18	63
Lesson 19	67
Lesson 20	73
Lesson 21	74
Lesson 22	78
Lesson 23	81
Lesson 24	83
Lesson 25	84
Lesson 26	85
Lesson 27	86
Lesson 28	90

Page

Lesson 29..... 91

Lesson 30..... 93

Lessons 31-33..... 95

Lesson 34..... 100

Lessons 35-37..... 107

Lesson 38..... 128

Lessons 39-40..... 130

A NOTE ABOUT TESTS..... 132

HOW ABOUT SOME BULLETIN BOARDS?..... 158

HOW ABOUT A SING-ALONG?..... 161

THINGS TO SEE AND PLACES TO VISIT IN IOWA..... 166

UNIT EVALUATION - FOR TEACHER USE..... 169

UNIT EVALUATION - FOR PUPIL USE..... 172

BIBLIOGRAPHY..... 174

CREDITS

With the help of many students, this unit has become a reality! It was the students and their interest, enthusiasm, and innate curiosity that stimulated my thinking, planning, and daily lesson writing. To the students - thank you.

With the encouragement of the Teacher Center Staff, I made a commitment. From the time I wrote my format, telephoned regarding questions that arose, to the time of handing "my packets" to the typist, they were not only helpful but kept me on task and on target. To the Teacher Center Staff - thank you.

With the love and understanding that only a family can provide, I have accomplished my goal. To my husband and daughter who were so patient as I spread myself and my materials all over our home, and as they allowed me the quiet time I needed to write early into the mornings, I slowly but surely saw myself making progress. And now I can see the final product. To my family - thank you.

Marilu N. Bettaton

OVERVIEW

Many times a person becomes more familiar with the history of a foreign nation than with the history of his own state. This may be overcome by developing an awareness of the happenings in our own state of Iowa. Iowa is the crossroad of the United States. Its transportation, agriculture, manufacturing, and heritage link Iowa to the rest of the states. We must appreciate what Iowa has offered us in the past, what it is offering us now, and what it will offer us in the future. Only through a thorough study of Iowa will we be able to achieve these goals.

STATEMENT OF PURPOSE

A study of the Western Hemisphere is generally included in the Social Studies curriculum in the fifth grade. Perhaps the most significant area in this study for children is that of their home state. It is important, therefore, to study the state of Iowa from its early beginnings to the present.

Through the course of this unit, the children will actively learn about the history of Iowa, economic factors of Iowa, governmental functions, and the people of Iowa. As a result of studying these features of Iowa, an attitude of pride, respect, and appreciation toward our home state will be enhanced.

This Iowa Unit is intended primarily for intermediate students - more specifically, fifth grade students, residing in Iowa. It is assumed that this unit of study will be used for approximately eight weeks, on a daily basis, with lessons averaging forty-five minutes in duration.

Objectives	Lesson 1 Activity	Teacher Notes, Comments/Evaluation
Given a pretest, the student will indicate his knowledge of Iowa history. Materials For the Teacher: Test with Answer Sheet For the Pupil: Test Pencil	The desks in the room are arranged to provide a proper testing environment. The children are asked to share their knowledge of Iowa. After a brief discussion, the children receive their tests. The teacher reads the directions orally, allowing pupils to respond with any questions they may have. When all questions are answered, the pupils are given 30-40 minutes to complete the test.	3

IOWA HISTORY PRE-TEST

Directions: Fill in the blanks with the best answer you know. Some questions are more difficult than others. Try to answer all the questions.

Name _____

Date _____

1. What state borders Iowa on the north? _____
2. What state borders Iowa on the south? _____
3. What two states border Iowa on the east? _____
   and _____
4. What two states border Iowa on the west? _____
   and _____
5. What is the state bird of Iowa? _____
6. What is the state flower of Iowa? _____
7. What is the state tree of Iowa? _____
8. What is Iowa's state motto? _____
   _____
9. Name three Indian tribes who at one time lived in Iowa:
   _____ and _____ and _____
10. What is Iowa's nickname? _____
11. For what Indian chief was Iowa named? _____
12. What does "Iowa" mean? _____
13. In what year did Iowa become a state? _____
14. There were four main nationalities who settled Iowa. Name two: _____ and _____
15. What two rivers form Iowa's eastern and western borders?
    _____ and _____
16. What occupation gives Iowa its main income? _____
17. How many counties are there in Iowa? _____
18. Where was the first capital of Iowa located? _____
19. Who is governor of Iowa today? _____

20. Name four rivers in Iowa:

_____ and _____ and

_____ and _____

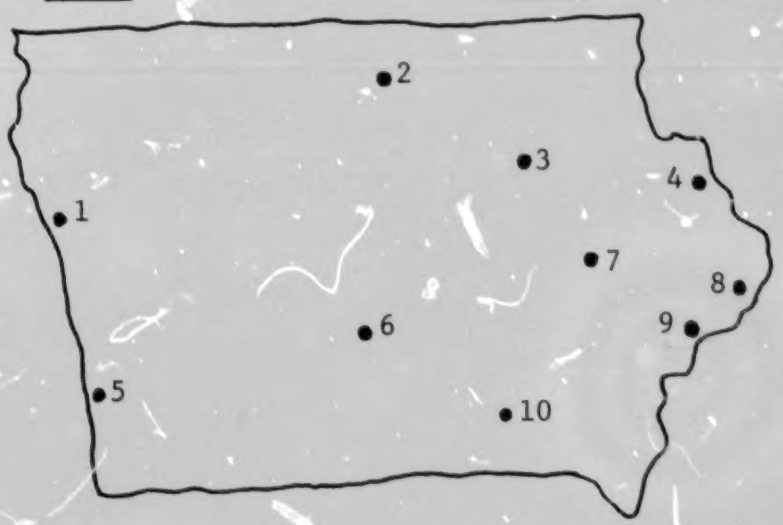
Match the identification in the right column with the correct person in the left column.

_____	Abbie Gardner	1.	outlaw who helped cause the massacre at Spirit Lake
_____	Zebulon Pike	2.	mined lead in eastern Iowa
_____	Julien Dubuque	3.	first Iowa governor
_____	Henry Lott	4.	explored the Mississippi River
_____	Ansel Briggs	5.	served as a guide up the Missouri River
_____	Sgt. Floyd	6.	first white man to die in Iowa
_____	Lewis and Clark	7.	only survivor of the Spirit Lake Massacre
_____	Sacajawea	8.	explored the Missouri River
_____	Inkpadutah	9.	led the attack at Spirit Lake

IOWA'S TEN LARGEST CITIES

In front of each city listed below, write the number that corresponds with the name.

_____	Des Moines	_____	Davenport	_____	Ottumwa
_____	Dubuque	_____	Mason City	_____	Clinton
_____	Cedar Rapids	_____	Council Bluffs	_____	Waterloo
_____	Sioux City				



ANSWERS TO IOWA HISTORY PRE-TEST

1. Minnesota
2. Missouri
3. Illinois
   Wisconsin
4. Nebraska
   South Dakota
5. Eastern Goldfinch
6. Wildrose
7. Oak
8. "Our liberties we prize and our rights we will maintain."
9. Possible answers: Sauk, Fox, Sioux, Missouri, Iowa. Answers will vary.
10. "The Hawkeye State"
11. Black Hawk
12. "This is the place" or "Sleepy Ones"
13. 1846
14. Answers will vary.
15. Mississippi
    Missouri
16. Agriculture
17. 99
18. Iowa City
19. Robert D. Ray
20. Answers will vary. (Possible responses: Cedar River, Iowa River, Des Moines River, Skunk River, Maquoketa River, etc.)

Matching Answers:

1. 7
2. 4
3. 2
4. 1
5. 3
6. 6
7. 8
8. 5
9. 9

6	9	10
4	2	8
7	5	3
1		

Lesson 2

Objectives	Activity	Teacher Notes, Comments/Evaluation

1. The pupil will make his individual "Iowa Notebook" in which to record his information.
2. The pupil will make his Iowa Map Packet.

Materials

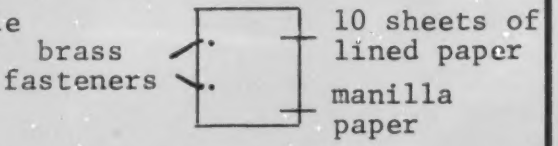
For the Teacher:

- A sample Iowa Folder
- A sample Iowa Map Packet
- Stapler

For the Pupil:

- 1 color of construction paper as 11" x 18"
- 1 sheet of manilla paper for Iowa Folder
- 2 brass fasteners
- 10 sheets of lined paper

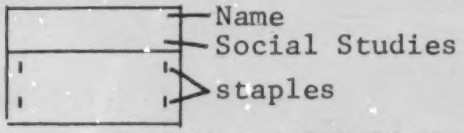
Show them a sample



and explain how to fold it evenly and where to insert the brass fasteners.. Describe the importance of the 10 sheets being placed evenly inside. Encourage the students to be creative as they decorate the front cover...ie. magazine pictures, words descriptive of Iowa, printing style, etc. Provide an abundance of materials.

Select one color of construction paper and show the sample Iowa Map Packet. Explain that this packet will be used for maps they make and for the class hand-outs that they receive. Show them how to fold the paper, staple, and where to properly label it.

Sample:

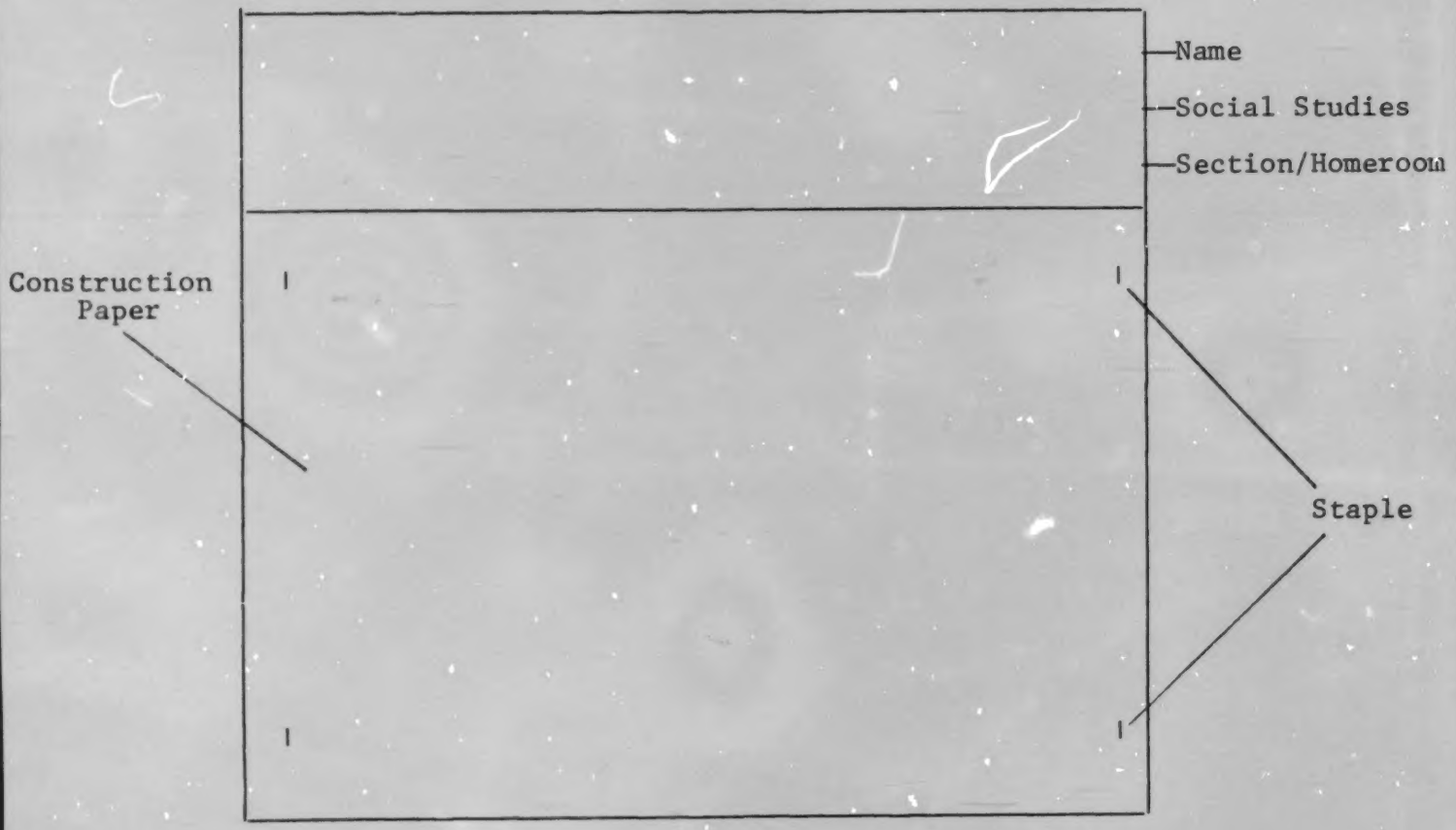


Once the packet is stapled and labelled properly, again encourage them to decorate the front of the packet.

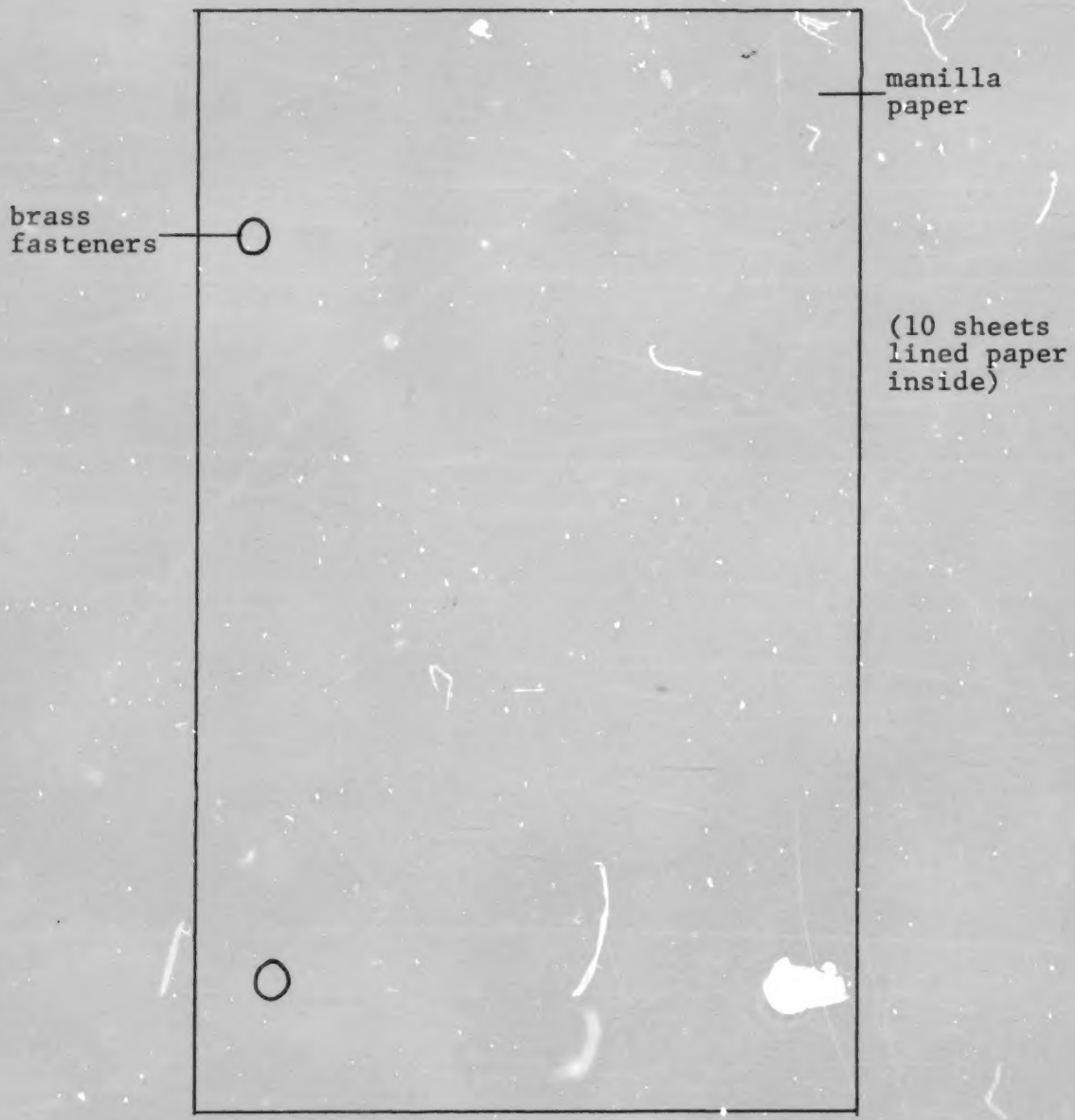
Discuss the importance of bringing the folder and packet to class for daily work. Describe briefly the kind of information they will record in the notebook; likewise, describe some of the types of maps they will be making.

Discuss storage, and be sure to point out that both will be used for evaluative purposes throughout the unit.

IOWA HISTORY MAP PACKET



IOWA HISTORY NOTEBOOK



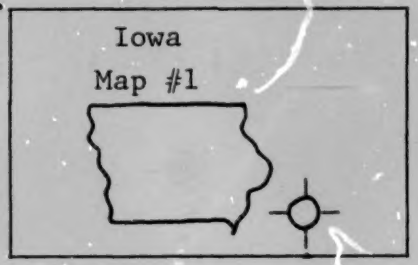
Lesson 3

Objectives	Activity	Teacher Notes, Comments/Evaluation
Given a map of the United States, the pupil will: 1. locate the state of Iowa 2. describe its geographical location 3. name or list the bordering states 4. shade in the state of Iowa	Students are given a desk map of the United States. Class discussion focuses around the following questions: 1. How many states are in the continental United States? 2. Locate Iowa. In what region of the states would you describe Iowa's geographical location? (ie. NE, SE, NC, SC, NW, SW) 3. How many states surround Iowa? 4. Name the states that surround Iowa. On the desk maps, students label the states that surround Iowa. The students shade in Iowa with ///// marks.	10
Materials For the Teacher: U.S. Desk Map For the Pupil: U.S. Desk Map Pencil Colored pencil		

20

21

Lesson 4

Objectives	Activity	Teacher Notes, Comments/Evaluation
Given a template of Iowa, student will make Map #1.	Place the materials in such a way that students can walk in a single file line and pick up the materials needed. On the chalkboard tape a sample of Map #1. Write the following directions on the chalkboard: 1. Pick up your materials. 2. Trace the template on one piece of construction paper. 3. Cut out and center on the other piece of construction paper. Glue. 4. Label the map with a title; place a rosette in lower right hand area. Label with Map #1. ie:  If time permits discuss their completed map; Iowa's geographical shape; Place map in Map Packet.	13
Materials For the Teacher: A sample Map #1 For the Pupil: 1 template per 4 pupils 2 contrasting colors of construction paper 8½" x 11" Glue Scissors		

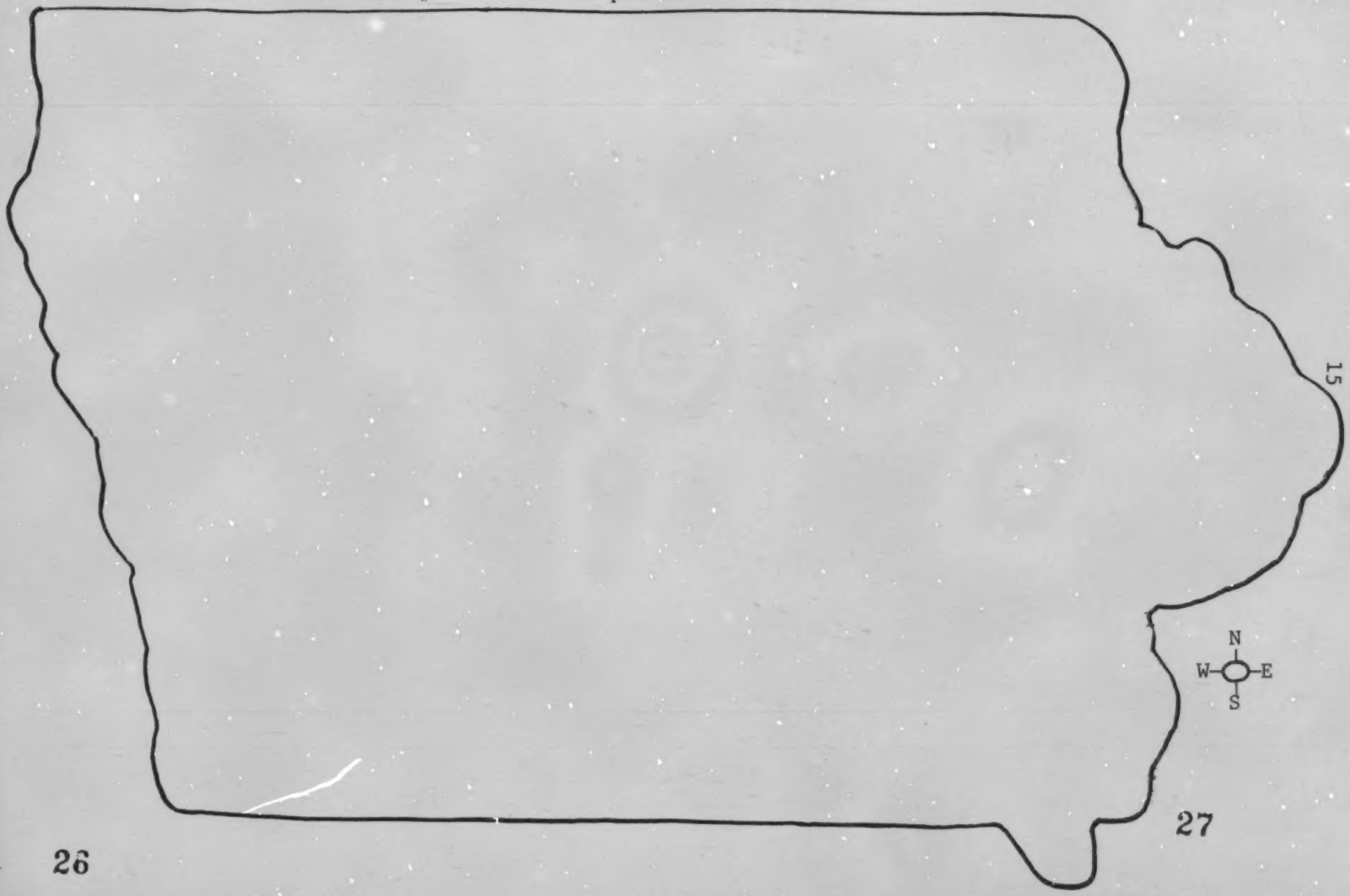
IOWA TEMPLATE

14

24

25

MAP #1 Sample of Finished Product



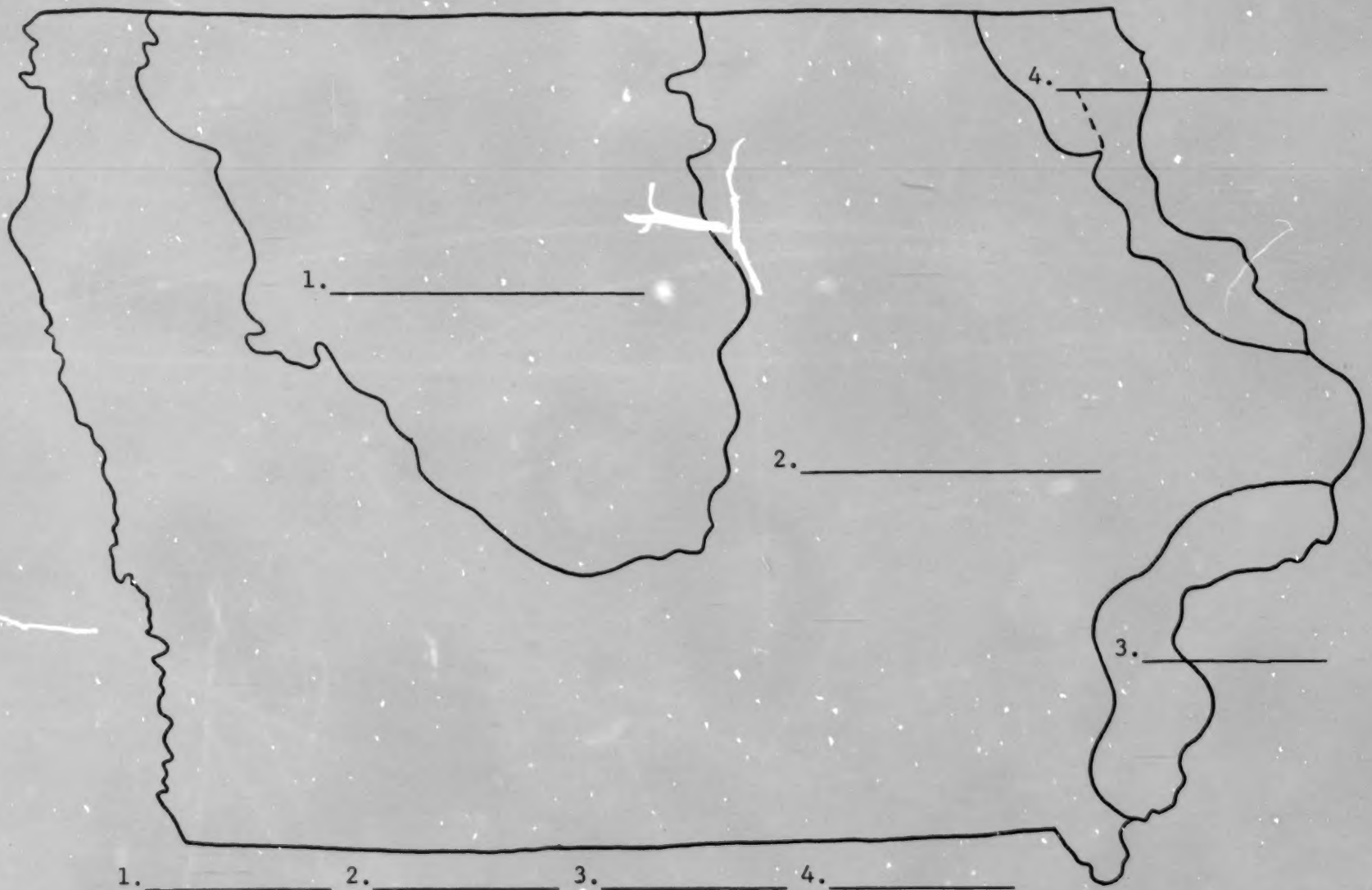
Lesson 5

Objectives	Activity	Teacher Notes, Comments/Evaluation
At the conclusion of a class discussion student will be able to identify some general geographical features of Iowa.	During a class discussion, draw from the students the variety of geographical features that make Iowa unique. For example, discuss how its shape is influenced by the Mississippi and Missouri Rivers; define topography and discuss Iowa's topography. Discuss Iowa's climate and how it influences crops, recreation, etc. Identify Iowa's natural resources and their role in the state's development. Discuss where people settled and possible reasons why. After such a discussion, pupils will label the pages in their notebook numbers 1-20: They will label a Table of Contents on page 1; Definitions on page 2; Films, Filmstrips and Video Tape Cassettes on page 3. On page 4 they will entitle it: "Geographical Features of Iowa." On page 2 enter the definition of topography. On page 4 they will record the following statements: 1. Iowa's shape is somewhat influenced by rivers which help to form natural boundaries. 2. Iowa's topography is generally rolling prairie with many streams and rivers. 3. Iowa's contrasting climate influences crops, recreation, and our way of living. 4. Resources have played a major role in Iowa's development and growth. 5. Settlement of towns was often influenced by geographical features such as rivers and lakes.	16
Materials For the Teacher: Chalkboard Chalk For the Pupil: Iowa Notebook Pencil		

Lesson 6

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will discuss the Glacial Movement through Iowa. At the conclusion of the discussion, he will understand the significance of such on Iowa's land formation. Materials For the Teacher: Worksheet, "Glaciers Move Across Iowa" Encyclopedias Chalkboard Chalk For the Pupil: Iowa Notebook Map Packet Pencils	As a class identify and discuss the different types of landforms and those natural elements that change them. (ie. rain, rivers, wind, glaciers, etc.) Through discussion the class will develop a definition for the word glacier: a large body of ice moving slowly down a slope or valley or spreading outward on a land surface. Enter the definition in their Iowa Notebook. As a class discuss the following glaciers and the time they passed through Iowa: 1. Nebraskan - 1,000,000 years ago 2. Kansan - 500,000 years ago 3. Illinoian - 150,000 years ago 4. Wisconsin - 15,000 years ago Refer to specific encyclopedias for other specific data. As a class complete the Glaciers Move Across Iowa Worksheet. The students should put the worksheet in their Map Packet.	17

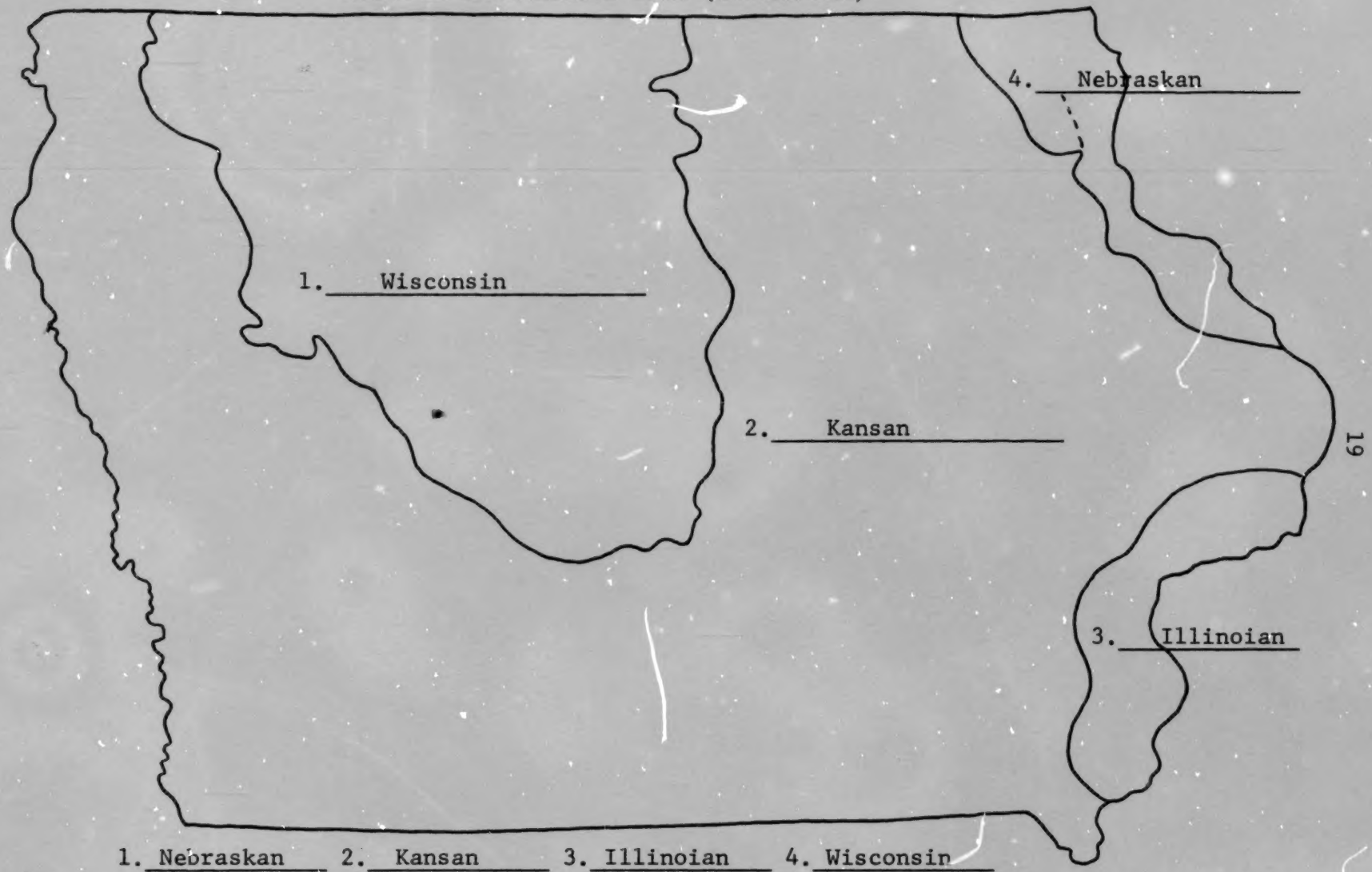
GLACIERS MOVE ACROSS IOWA



1. _____ 2. _____ 3. _____ 4. _____

Age
Approx. _____ _____ _____ _____

GLACIERS MOVE ACROSS IOWA (ANSWER KEY)



	1. Nebraskan	2. Kansan	3. Illinoian	4. Wisconsin
Age Approx.	1,000,000 years ago	500,000 years ago	150,000 years ago	15,000 years ago

Lesson 7

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will understand the progressive settlement of various peoples in Iowa from the prehistoric Mound Builders to Indian settlement to territorial settlement.	The following seven statements will be used by the teacher as discussion points: 1. People we call "Mound Builders" lived in Iowa during prehistoric times. 2. For many years before white men came to Iowa, tribes of Indians lived here. (Woodland, Plains) 3. French explorers, Marquette and Joliet, explored the Mississippi River and some of the territory that is now Iowa. 4. With the Louisiana Purchase, Iowa was opened for exploration. 5. White men began to settle in Iowa and push the Indians westward. 6. Iowa became a territory June 12, 1838. 7. Iowa became the 29th state of the United States on December 28, 1846. As each is discussed, students will record these in their Iowa Notebook. (The depth and specific questions to be used with each statement will depend upon the individual class and its knowledge of these ideas.) As discussion focuses on Indians, hand out the Indian Chiefs sheet. Discuss the variety of tribes, unique names, how they possibly/probably got these names; how they influenced county names later, etc. Use the United States Map to point out Marquette and Joliet's route.	20
Materials For the Teacher: Discussion statements List of Indian Tribes and Chiefs Handout for pupil United States Map For the Pupil: Iowa Notebook Map Packet		

INDIAN CHIEFS

1. Iowa
   - Manhawgaw
   - Mahaska

2. Fox
   - Wapello
   - Poweshied
   - Tama
   - Peakmusha
   - Kettle Chief
   - Kishekoch
   - Miminwanika
   - Maquepraum
   - Pushetonikwa

3. Sac
   - Keokuk
   - Black Hawk
   - Appanoose
   - Poshishamony
   - Quashquame
   - Wabokieshiek

4. Winnebago
   - Winneshied
   - Waukon-Decorah
   - One-eyed Decorah
   - Chaetar

5. Potawatomi
   - Johnny Green
   - Shabonee
   - Billy Caldwill
   - Saganest
   - Warbunsee

6. Sioux
   - Little Crow
   - War Eagle
   - Wanata
   - Smitty Bear
   - Sidoninodata
   - Inkpaduta

Lesson 8

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will understand the importance and implications of the Louisiana Purchase as Iowa became a territory. Materials For the Teacher: Louisiana Purchase Worksheet United States Map For the Pupil: Louisiana Purchase Worksheet Territory Handout Iowa Territory 1842 Open for Settlement From Territory to Statehood Map Packet	Distribute the Louisiana Purchase Worksheet and the Territory Handout. Explain to the students that these sheets will serve as working guides for the day's class discussion. Direct the class' attention to the Territory Handout. Give the students background information on the Wisconsin Territory and Michigan Territory. (ie. who formed them, why they were formed, who was living in that area at the time, etc.). Next, direct their attention to the Louisiana Purchase Worksheet. On a United States Map point out the Louisiana Purchase. Discuss statements 1-6. As discussion progresses to number 7, hand out the two "Iowa Territory 1842 Open for Settlement" sheets and the "From Territory to Statehood" sheet. Refer to these sheets as discussion continues and the worksheet is completed as a class. Place all handouts and worksheets in Map Packets. Note: There's a very good chance that this could be a 2 day lesson!	22

LOUISIANA PURCHASE WORKSHEET

Name _____

1. In 1812, several states were formed from the _____ _____.
2. The three territories that were formed and developed before Iowa became a state were:
   1. _____
   2. _____
   3. _____
3. The first two counties were _____ and _____.
4. The governor of the Wisconsin Territory was _____.
5. The famous and well liked governor of Iowa Territory was _____.
6. The senators were concerned about whether Iowa would eventually be a _____ or a _____ state.
7. The argument over boundary lines were between the state of Iowa and _____.
8. The first line made for the boundary of Iowa was surveyed by _____, while a second line was made by _____.
9. Two incidents happened to aggravate the situation between Iowa and this state. What are the two situations?
   1. _____
   2. _____
10. The war over the boundaries was called _____ because _____.
11. The final plan for the present boundaries of Iowa was designed by the _____.
12. The first governor of Iowa elected was _____.
13. The first capital of Iowa was in _____ but moved to _____.
14. The slavery question was handled in a very alarming way. The event was called in Kansas, _____.

LOUISIANA PURCHASE WORKSHEET ANSWERS

1. Louisiana Territory

2. 1. Michigan
   2. Wisconsin
   3. Iowa

3. Dubuque
   Des Moines

4. Henry Dodge

5. Robert Lucas

6. free
   slave

7. Missouri

8. J. C. Sullivan
   J. C. Brown

9. 1. The Missouri sheriff tried to collect taxes in Iowa.
   2. Some Missouri men cut down three honey trees.

10. Honey War
    the land disputed was plentiful with honey trees

11. Supreme Court

12. Ansel Briggs

13. Iowa City
    Des Moines

14. Bleeding Kansas

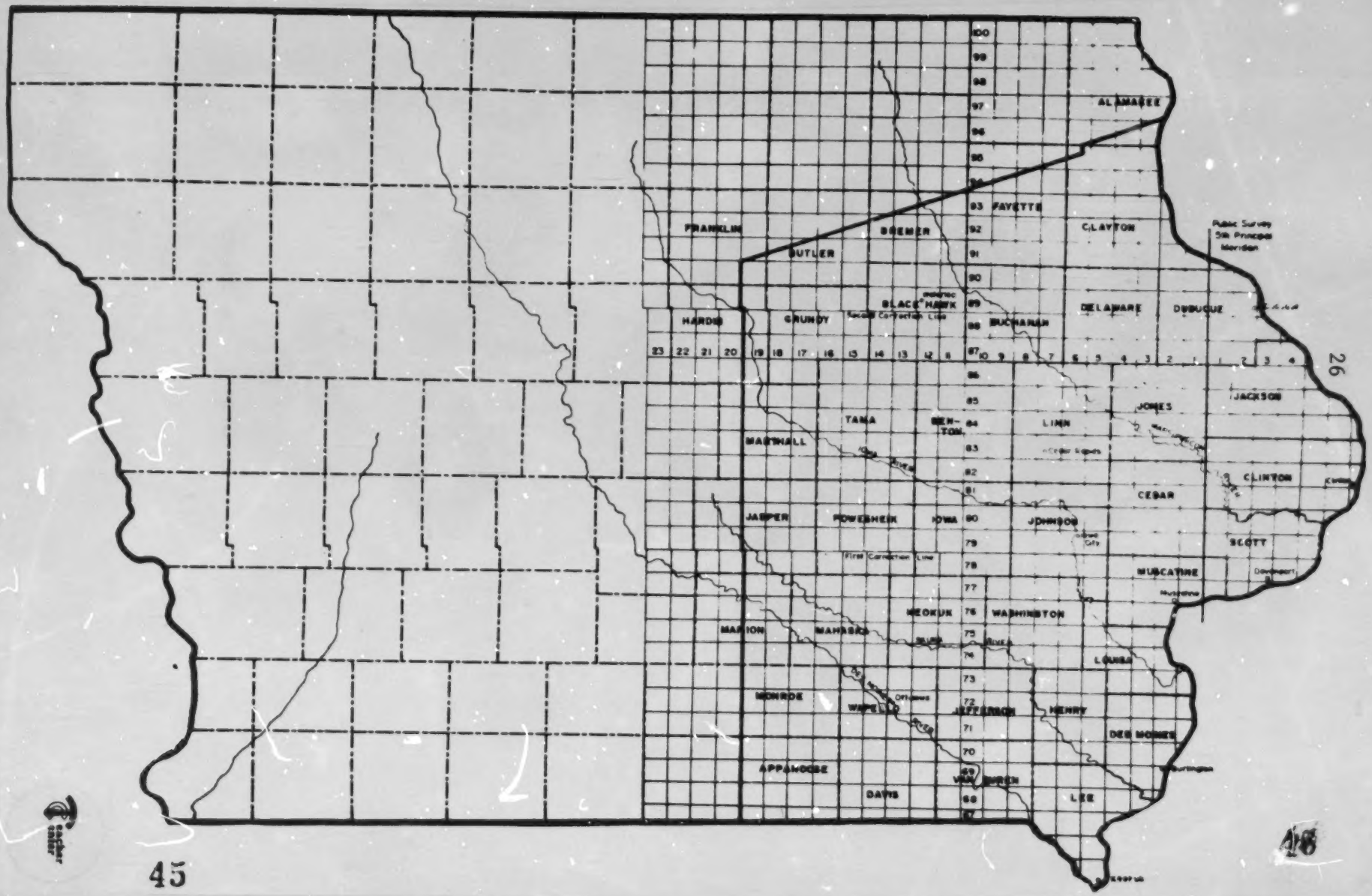
TERRITORY HANDOUT

25

43

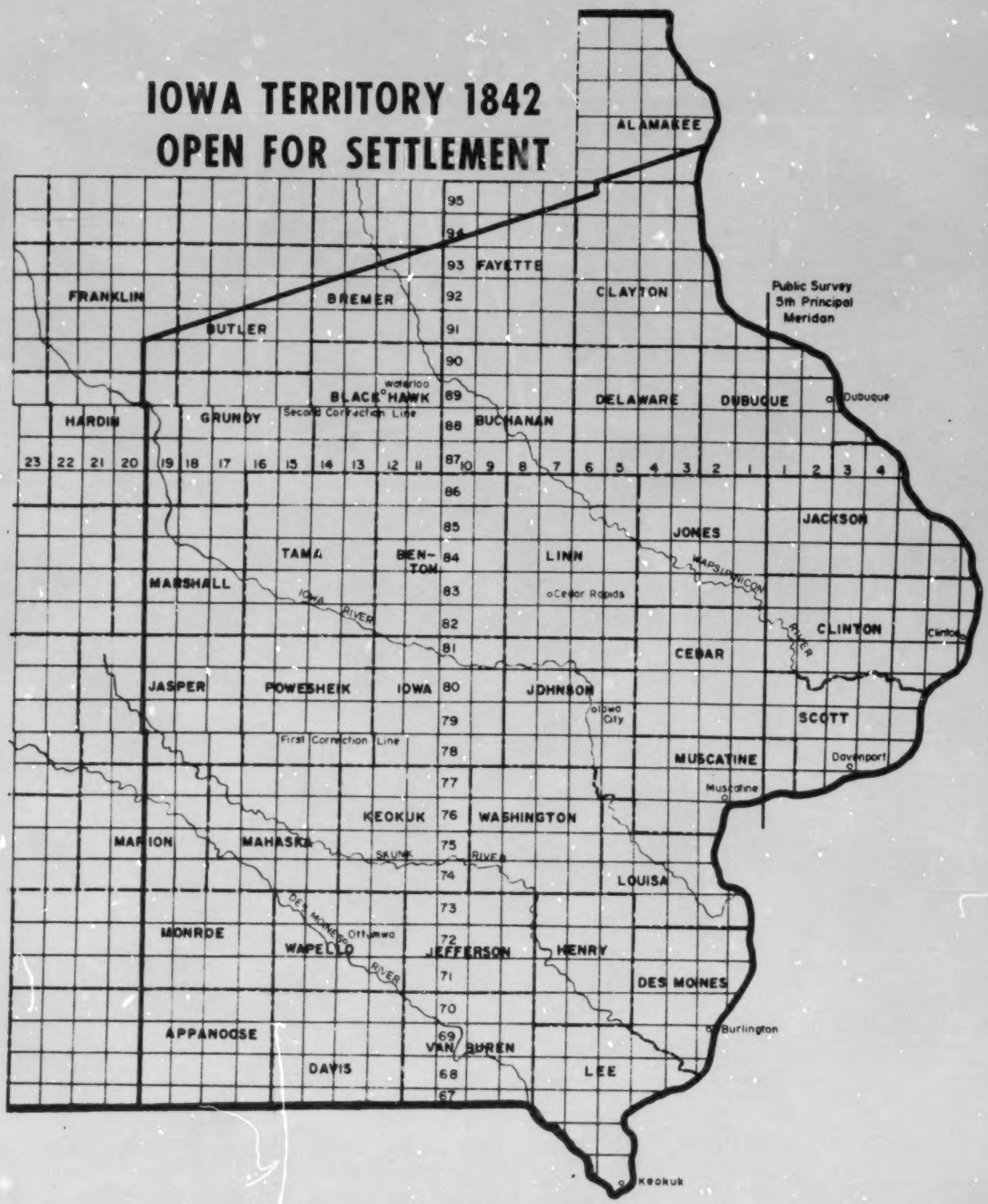
41

IOWA TERRITORY, 1842 OPEN FOR SETTLEMENT

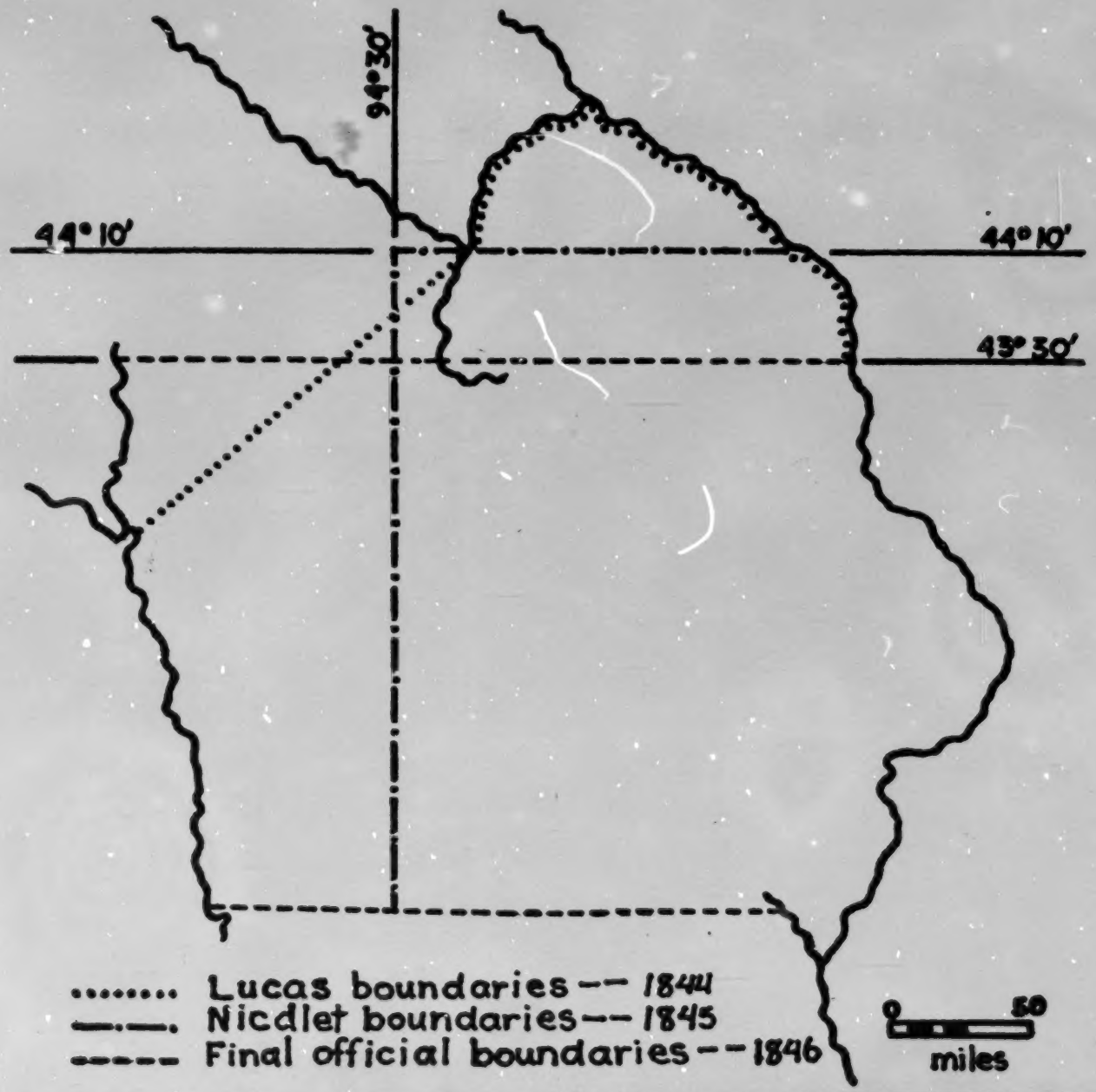


45

26


IOWA TERRITORY 1842
OPEN FOR SETTLEMENT
ALAMAKEE
CLAYTON
FAYETTE
FRANKLIN
BREMER
BUTLER
BLACK HAWK
Waterloo
DELAWARE
DUBUQUE
Dubuque
HARDIN
GRUNDY
Second Correction Line
BUCHANAN
Public Survey
5th Principal
Meridan
JONES
JACKSON
TAMA
BEN-
TON
LINN
MARSHALL
IOWA RIVER
Cedar Rapids
WAPSIPINICON
RIVER
CLINTON
Clinton
CEDAR
JASPER
POWESHEIK
IOWA
JOHNSON
Iowa
City
SCOTT
First Correction Line
MUSCATINE
Davenport
Muscatine
KEOKUK
WASHINGTON
MARION
MAHASKA
SKUNK
RIVER
LOUISA
DES MOINES RIVER
MONROE
Ottumwa
WAPELLO
JEFFERSON
HENRY
DES MOINES
Burlington
APPANOOSE
VAN BUREN
DAVIS
LEE
Keokuk
95
94
93
92
91
90
89
88
87
86
85
84
83
82
81
80
79
78
77
76
75
74
73
72
71
70
69
68
67
23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 1 2 3 4

FROM TERRITORY TO STATEHOOD



Lesson 9

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will recognize that Iowa is a part of the continental United States. The student will recognize that Iowa is a part of the North Central Region. Materials For the Teacher: United States Map Iowa Heritage Book page 25 Iowa-Part of North Central States For the Pupil: United States Map Iowa-Part of North Central States Map Packet	Review the Louisiana Purchase, the Honey Wars, Iowa's application for territory. From the Iowa Heritage Book read excerpts from page 25. This will help the students understand the process territorial folks went through in applying for statehood. Discuss. Distribute the United States Map. Locate Iowa and label it. Discuss and review Iowa's neighboring states. If the students feel so inclined, label the neighboring states, and label with a rosette. Distribute the "Iowa-Part of North Central States." Help the students recognize that the forty-eight continental states are generally divided into regions. Iowa is a part of the North Central Region (for example: the National Geographic Atlas divides the states into the NE Region, SE, NC, SC, NW, and SW). On this sheet label Iowa. Note: If the class is ready for discussion of longitude/latitude, proceed. If not, omit for the time being. At the conclusion of the class, place materials in the Map Packet.	29

52

53

ANSWER KEY - Lesson 9

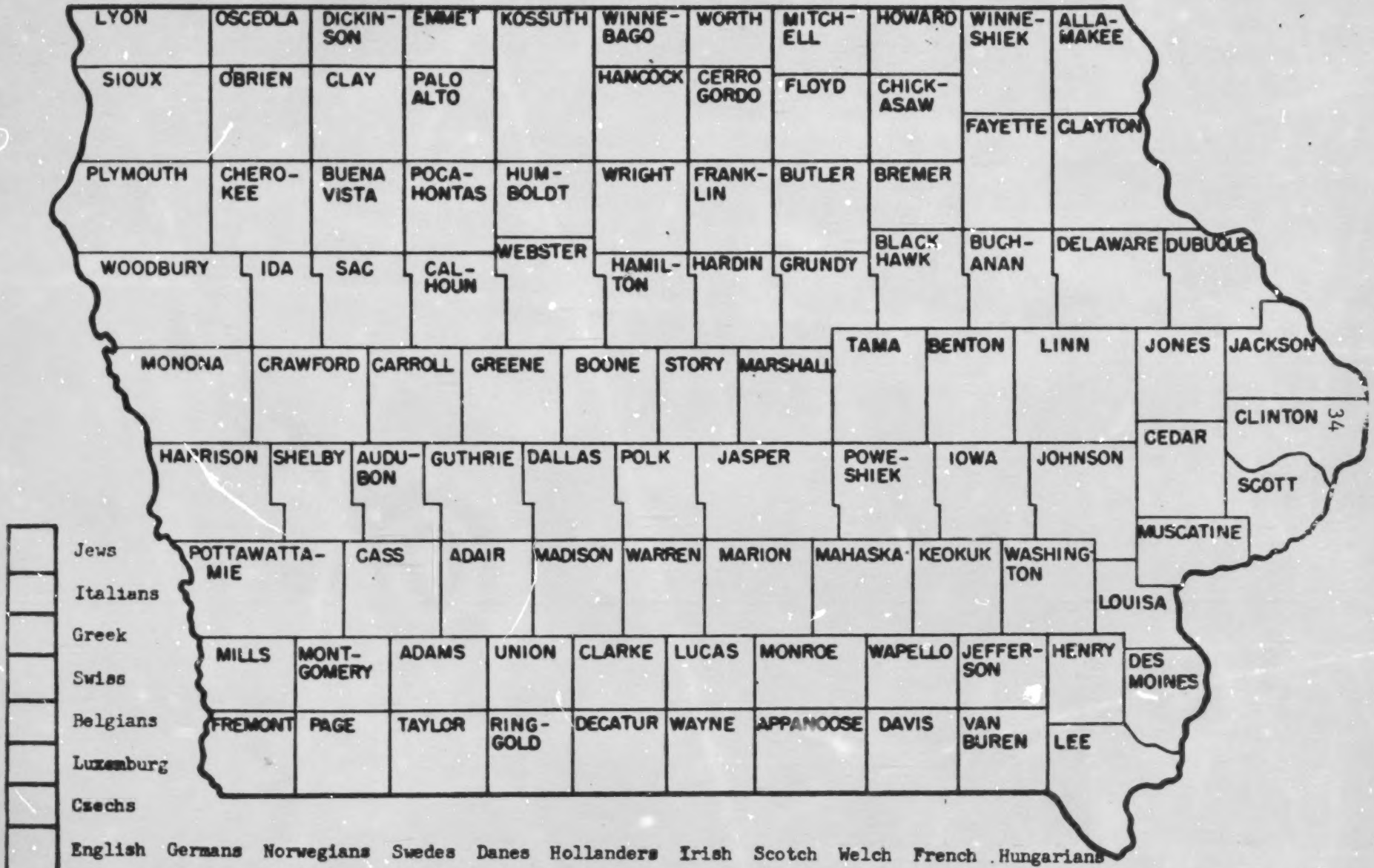
IOWA— PART OF NORTH CENTRAL STATES

Explorations in Iowa History Project
Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa

Lesson 10

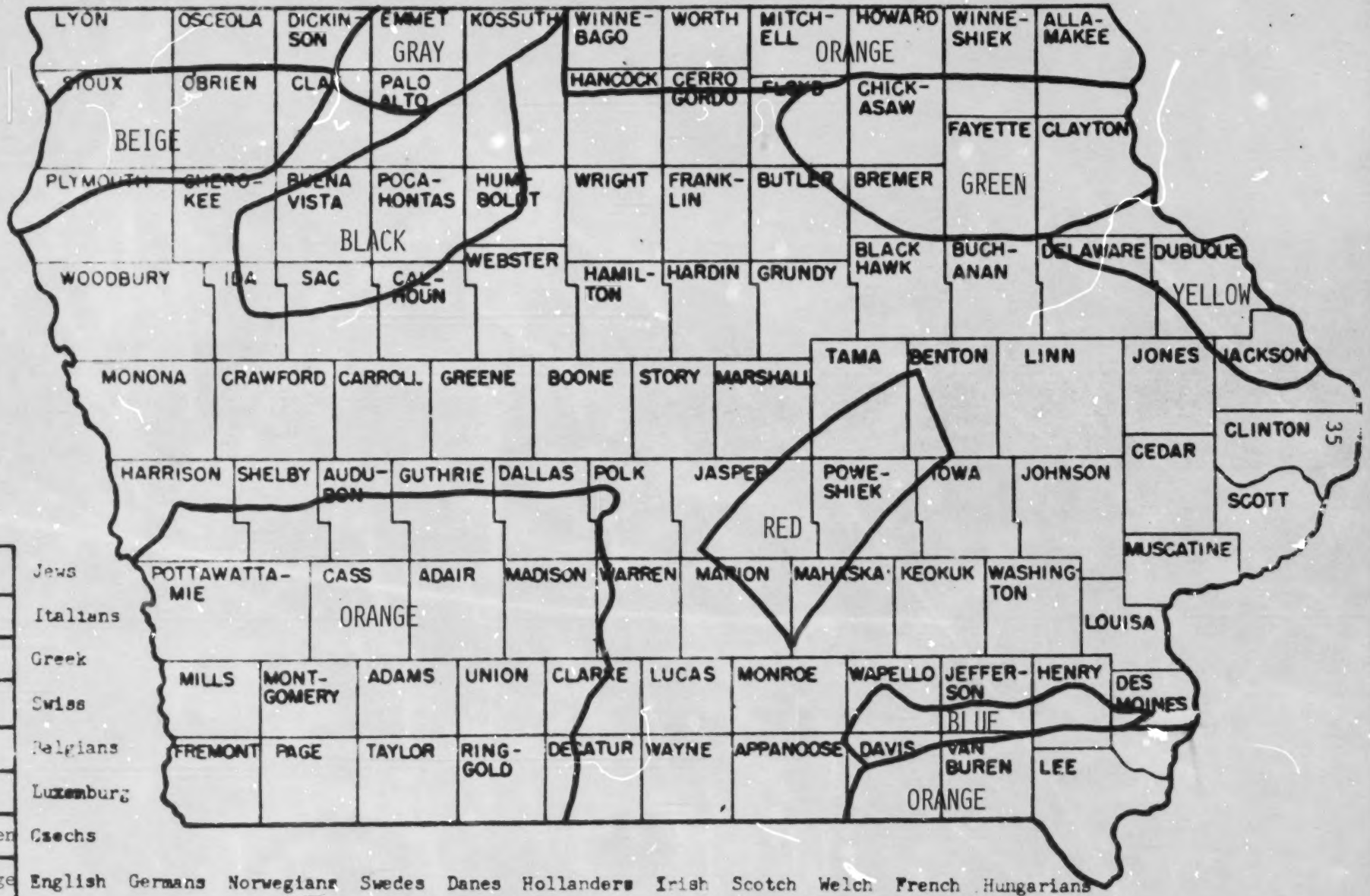
Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will define immigration/ immigrant. The student will discuss the United States and Iowa as a "melting pot." The student will identify specific nationalities and where they settled in Iowa. Materials For the Teacher: Overhead projector Screen Transparency of Immigration Worksheet Sample Immigration Sheet colored For the Pupil: Colored crayons or pencils Immigration Worksheets Iowa Notebook Map Packet	The class will discuss the following questions: 1. What is a melting pot? 2. Why is the United States called a "melting pot?" 3. Who/what is an immigrant? 4. What does the word nationality mean? Show on the overhead the Immigration transparency. Direct attention to the variety of nationalities. Describe the locations that specific nationalities settled. (To further help the students understand, have a sample color coded Immigration sheet to show them and refer to from time to time.) Explain that these areas and nationalities are general and the groups of greatest size. Other nationalities might have settled here but not to the extent that these did. Discuss Iowa as a "melting pot." In the students' notebooks, enter the following definitions: 1. nationality - belonging to a certain nation or country. 2. immigrant - one who comes to a country for the purpose of permanent residence. Distribute one Immigration Sheet per pupil. Using colored pencils and/or crayons shade in as per sample. Students should place their worksheet in their Map Packet.	33

IMMIGRATION



IMMIGRATION

ANSWER SHEET



61	Blue	Orange	Orange	Orange	Red	Gray	Black		Yellow		

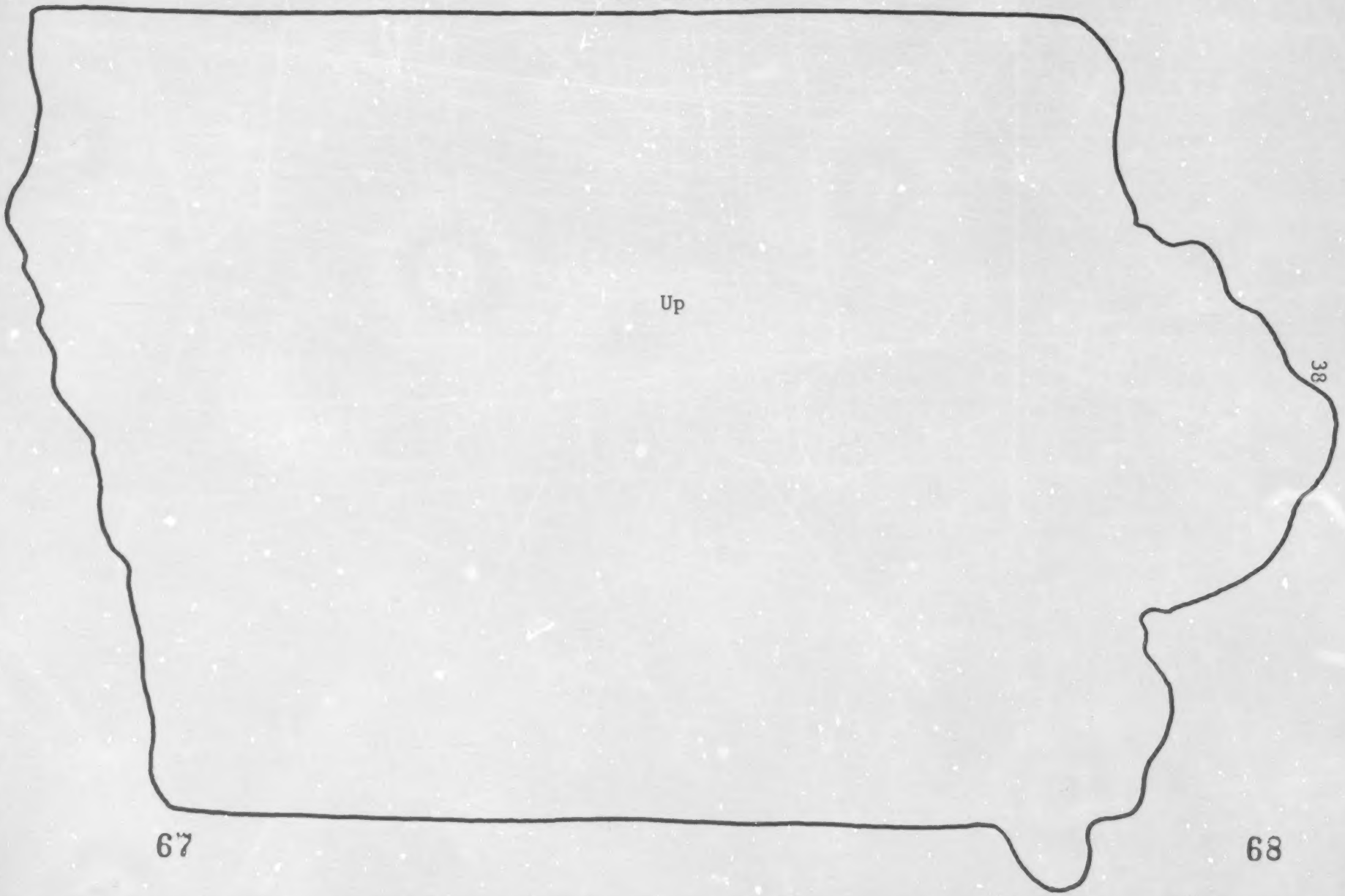
62

Objectives	Lesson 11 Activity	Teacher Notes, Comments/Evaluation
The student will discuss characteristics of a state. At the conclusion of the discussion, he will record the data. Materials For the Teacher: List of characteristics Chalkboard Chalk For the Pupil: Iowa Notebooks Pencils	Review page 25 in the Iowa Heritage book. Describe /define the word characteristic. The following seven statements will be used as a guide for discussion: 1. A state is a governmental unit. 2. A state is one of 50 states which comprise the United States. 3. A state is a geographical unit with definite boundaries. 4. A state is a land area with varied geographical features. 5. A state is composed of many communities of people. 6. Some towns are close to Waterloo-Cedar Falls while others are far away. 7. States differ from one another in a variety of ways (example: history, population, size, opportunities, etc.). Write only one statement at a time on the chalkboard. Discuss each one. After discussing it, the student records the statement in his Iowa Notebook. Proceed with all of the statements.	36

Lesson 12

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will be able to locate Iowa's neighboring states by creating his own map. Materials For the Teacher: Sample Map #2 "Bordering States" United States Map For the Pupil: 2 colors construction paper Iowa template Yarn Glue Scissors Pencil and pen Map Packet Atlases	Before distributing materials, discuss the term rosette. Ask the students to locate Iowa on the United States Map. Ask "What state borders Iowa to the north? What states border Iowa to the west? Have the students locate and name these states on the United States Map. Review with the class the regions states are categorized into, and name the region Iowa is located in. Place all of the pupil materials in such a way that students can efficiently select their set and quickly return to their work area. The following directions can be given verbally or written on the chalkboard: 1. Trace the template on one color of construction paper. 2. Cut out the newly drawn Iowa outline. 3. Center and glue this to the other piece of construction paper. 4. With your pencil draw in the boundaries of the surrounding states. 5. Label these states with name and state abbreviation. Trace over this writing with a pen. 6. Glue yarn around the border of Iowa. Extend pieces of yarn to cover lines separating states. 7. In the lower right hand corner, draw a rosette and label with the four cardinal directions. When the map is completed, ask students to place it in their Map Packet.	37

IOWA TEMPLATE



SAMPLE OF FINAL PRODUCT

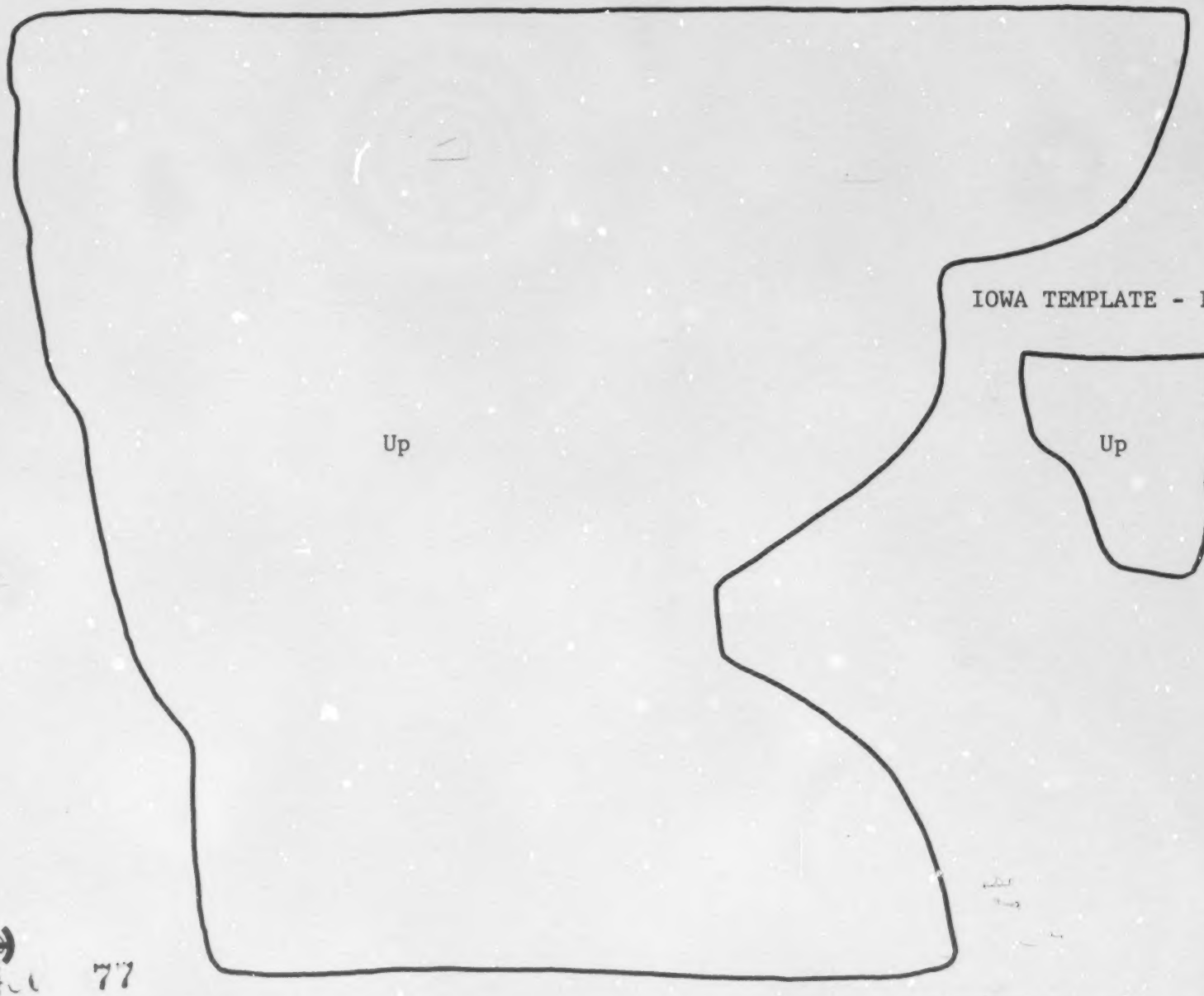
Lesson 13

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will define elevation. The student will recognize that Iowa has three basic types of elevation. The student will create his own individual Elevation Map. Materials For the Teacher: Sample Map #3 "Elevation Map" Iowa Highway Map For the Pupil: 3 templates *3 different colors of corrugated paper 1 sheet construction paper Scissors Glue Pencil and pen Map Packet *Note: Corrugated paper gives the "elevated" appearance. However, if it is not available, construction paper will do.	Using the Iowa Road Map discuss and define elevation. On the map locate Iowa's highest point above sea level (1,675 feet) and Iowa's lowest point above sea level (477 feet). Discuss factors that influence or create an area's particular elevation. (Be sure to include the effect of the natural elements.) After discussing the above, the students can begin to work on their maps. The following directions can be given verbally or written on the chalkboard: 1. Gather your materials. 2. Trace the Iowa template on the back side of the largest piece of corrugated paper. 3. Trace the second Iowa template on the back side of the second largest piece of corrugated paper. 4. Trace the smallest Iowa template on the back side of the smallest piece of corrugated paper. 5. Cut out the templates. Arrange them evenly one upon the other as per sample. (rough side up). Glue the three pieces of corrugated paper together. 6. Center this map on the construction paper. Glue. 7. Using the scraps make a legend in the lower left hand corner. 8. Use your pencil to draw in bordering states' boundaries. Trace over with pen. Label surrounding states.	40

Objectives	Lesson 13 Activity	Teacher Notes, Comments/Evaluation
	9. In lower right hand corner draw a rosette and label with cardinal directions. 10. Clean up. Students should place their maps in their Map Packets.	

IOWA TEMPLATE - Lesson 13

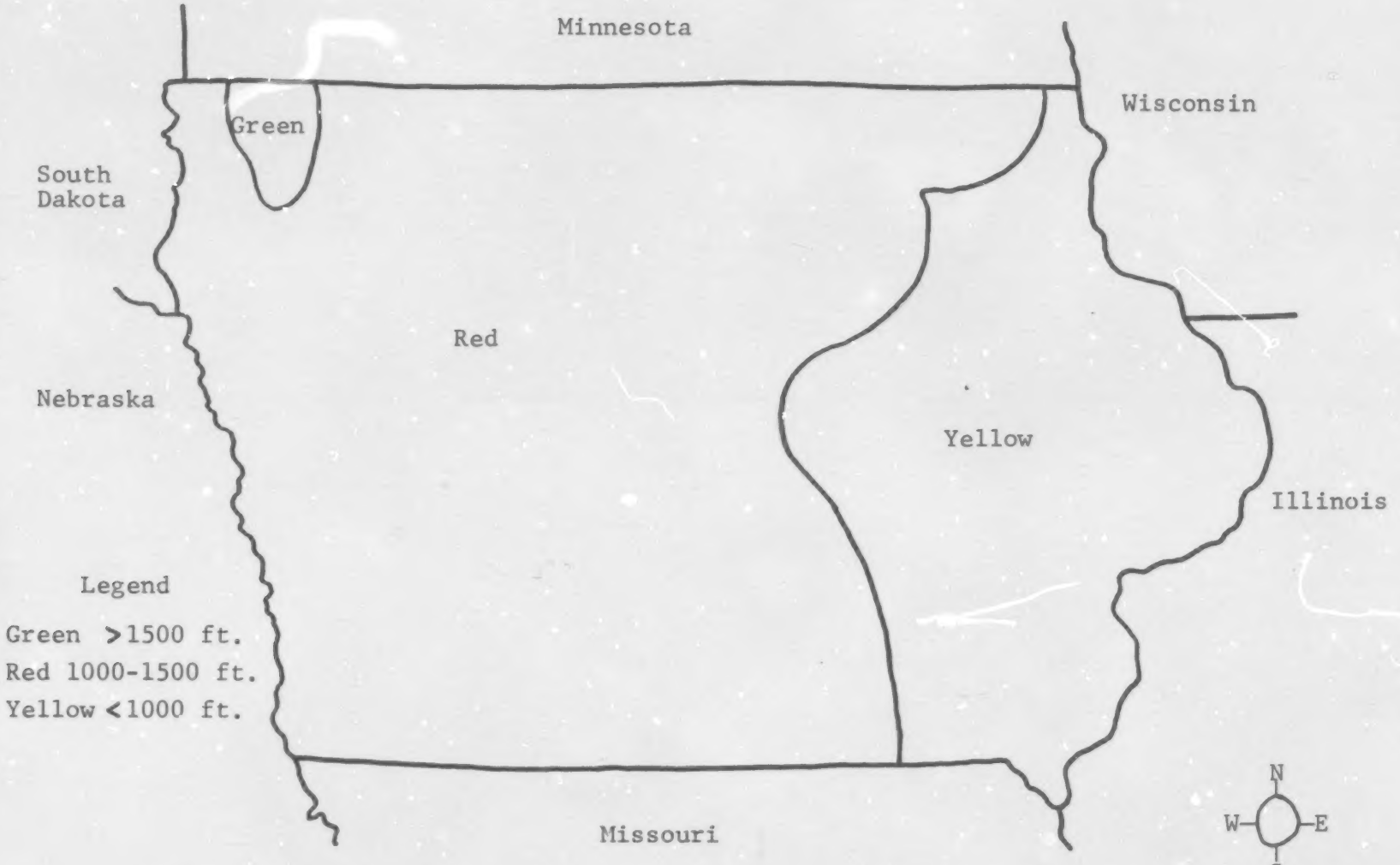
IOWA TEMPLATE - Lesson 13



IOWA TEMPLATE - Lesson 13

43

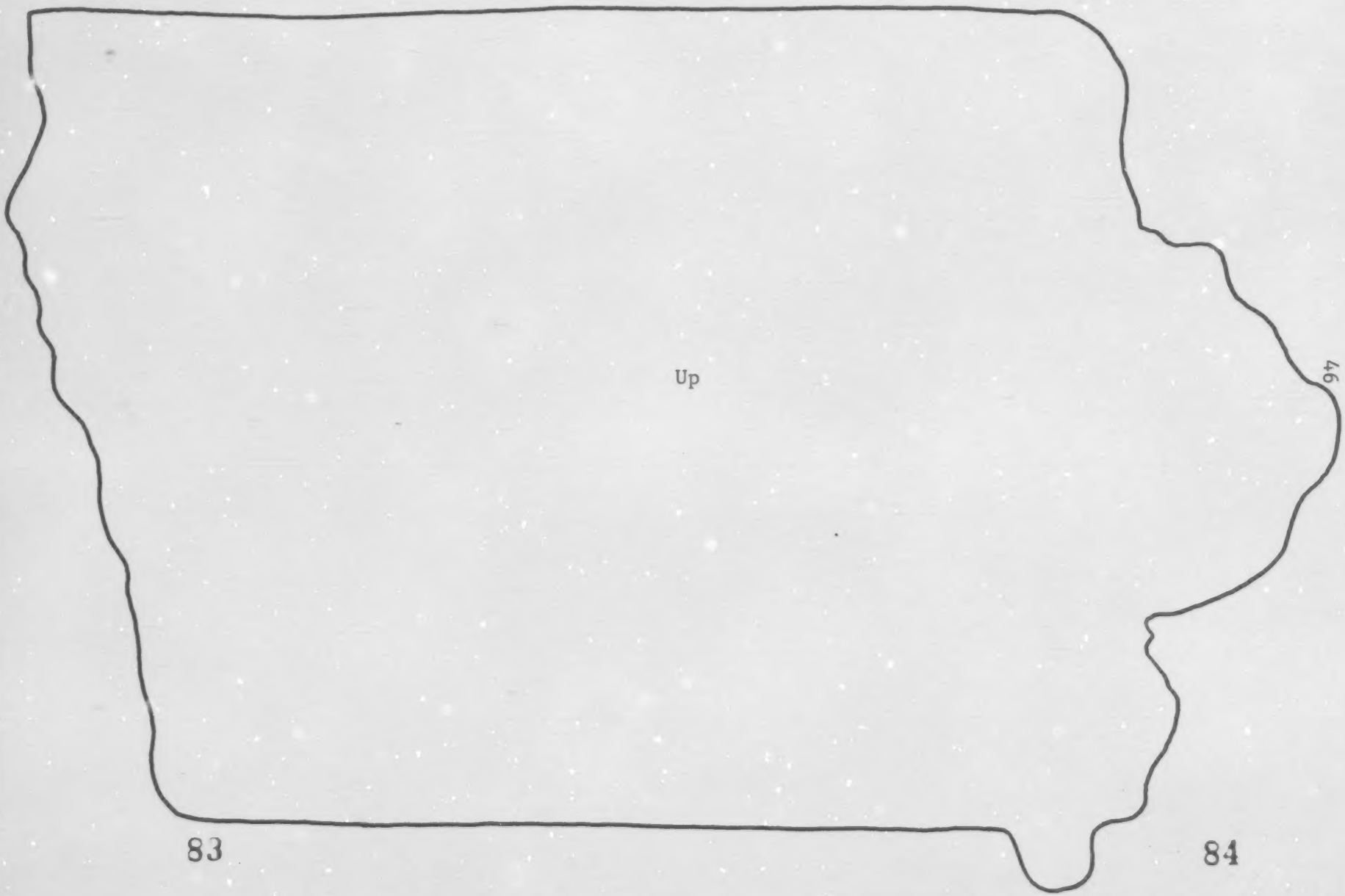
ELEVATION MAP - Sample of Finished Product



Lesson 14

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will define precipitation. The student will understand that Iowa's annual precipitation is between 22-36 inches. The student will make his own Precipitation Map. Materials For the Teacher: Chalkboard Student Atlas Iowa Map Sample of Map #4 "Precipitation". For the Pupil: Iowa Notebooks Atlases 4 colors of construction paper 3 templates Glue Scissors Pencil and pen Map Packet	The word "precipitation" is written on the chalkboard. Ask the class for their own definitions. Share the responses. Collectively agree upon a definition. (ie. precipitation is the amount of moisture that falls in a given area at a given time.) Once a definition is listed, have the students record it in their Iowa Notebooks. As a class browse through an atlas and discuss the precipitation maps they find. On an Iowa map describe the three major areas one could divide Iowa into on the basis of amount of precipitation it usually receives. On the chalkboard list the amounts in legend form. (This will also serve as a reference for the students as they make their maps.) Distribute the materials for map-making. Write the following directions on the chalkboard: 1. Trace each template on the appropriate colored construction paper. Cut out. 2. Align the three patterns so your map colors correspond to the sample. (Tape sample on chalkboard.) 3. Glue the three pieces of construction paper together. 4. Center and glue #3 on the fourth piece of construction paper. 5. Label the map in pencil and later a pen with a title, the neighboring states, their borders, and place a rosette in the lower right hand corner. 6. In the lower left hand corner, make your legend. 7. Clean up and place your map in your Map Packet.	45

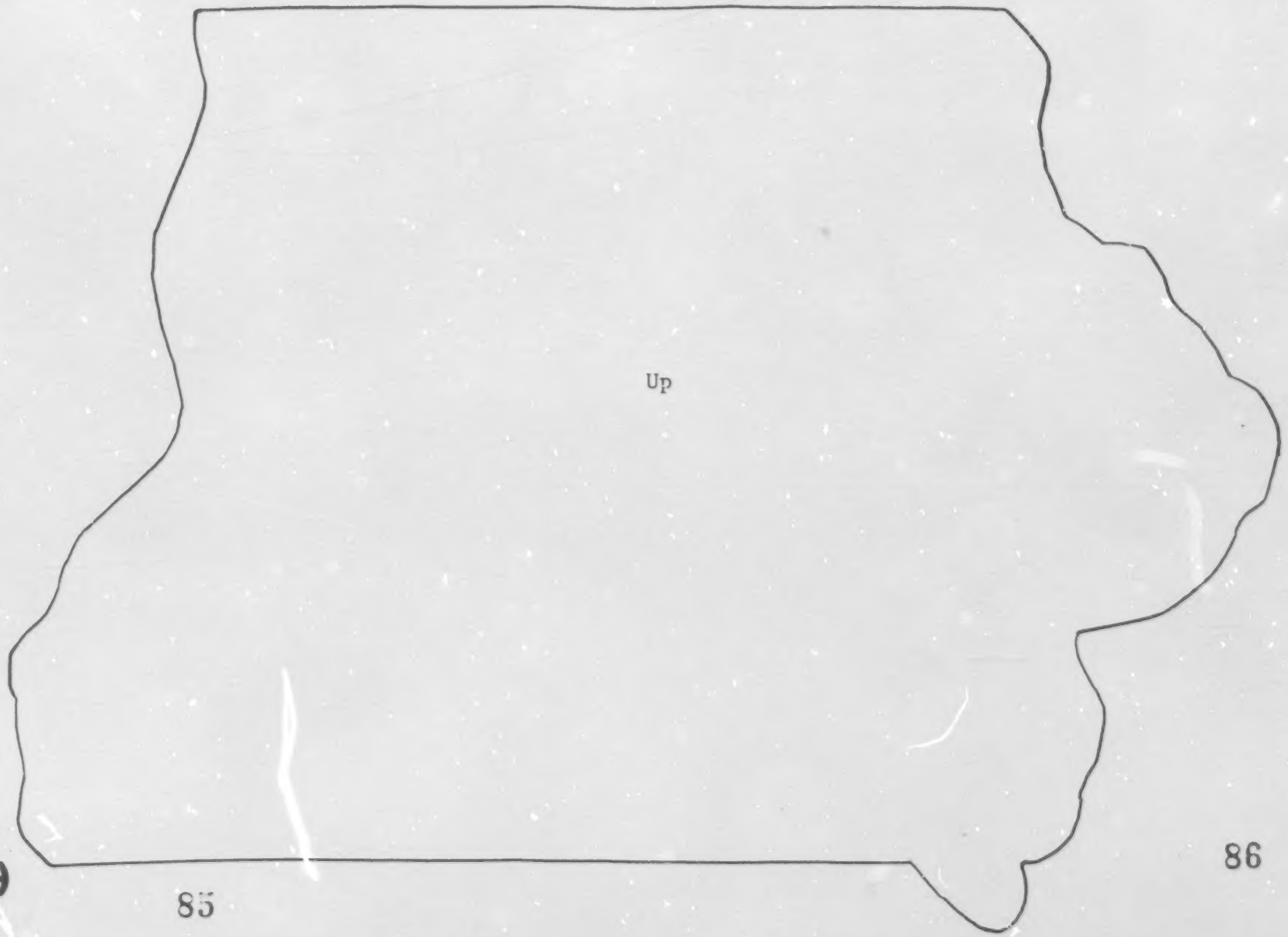
IOWA TEMPLATE #1 - Lesson 14



83

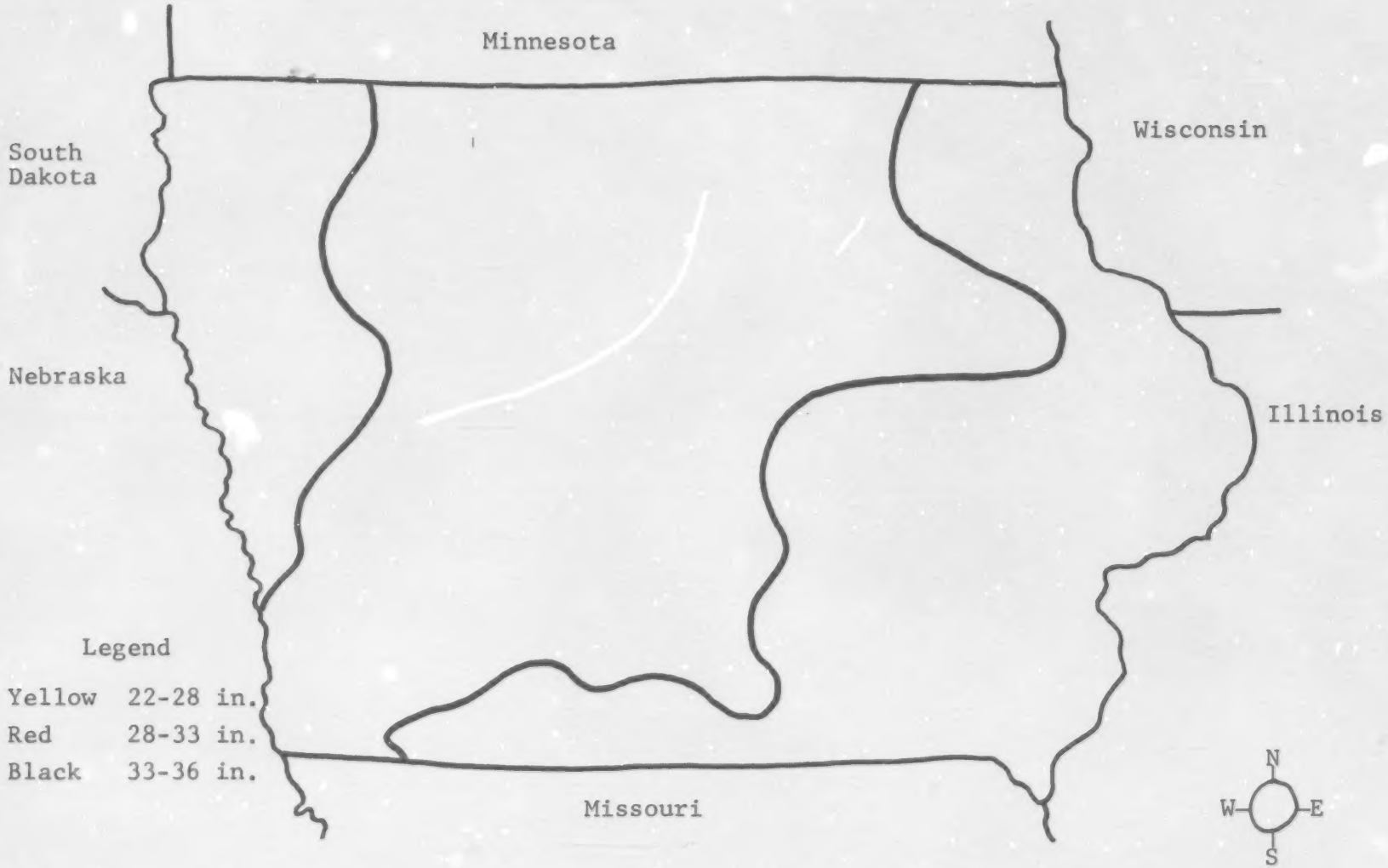
84

TEMPLATE #2 - Lesson 14



TEMPLATE #3 - Lesson 14

PRECIPITATION MAP - Sample of Final Product



49

Lesson 15

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will review the major areas of precipitation. The student will complete a worksheet, which relates a variety of people to their interest and concern or need for precipitation. <u>Materials</u> For the Teacher: Precipitation Map Worksheet For the Pupil: Precipitation Map Worksheet Pencils Map Packet	This activity can be done as an entire class, or in groups of four, in pairs, or individually. The crux of the lesson is that students will recognize that precipitation, however great or small, affects different occupations, businesses, people, etc. Instruct the students to get out their Precipitation Map and spend the first part of the class reviewing. After determining how the activity will be done, distribute the worksheet. Go over the directions with the class, emphasizing <u>why</u> these people would be interested or concerned. Suggest that they approach each one from the standpoint of too little precipitation and too much precipitation. Allow them ample time to complete the sheet. Discuss as a class the variety of answers. At the conclusion of the lesson, students will place this sheet in their Map Packet.	50

PRECIPITATION MAP WORKSHEET

Name_____

Tell why these people would be interested and affected by precipitation.

1. Farmer-

2. Grain Elevator Operator-

3. Clothing Manufacturer-

4. Manager of Utilities Company-

5. Fisherman-

6. Street Commissioner-

7. Park Ccmmissioner-

8. Fireman-

9. Nursery Man-

PRECIPITATION MAP WORKSHEET ANSWERS

Answers will vary.

1. Crops - too much can ruin them.
   - too little causes drought and loss of crops.

2. If it's too wet, the grain will have to be dried. If it is an open pen, the grain can get wet.

3. When it's good weather people like to shop. Too rainy, you could sell a lot of raincoats. If it's too dry, cotton crops can be ruined and then the price of clothing increases.

4. There may be water shortage if it's too dry. Flash floods can cause power outages, over-time for employees.

5. The fish come out when it's raining! If it is too dry, fish can die.

6. Too much snow or blizzards can cause snow removal problems; over-time and expenses not accounted for in the budget.

7. If it's too wet, muggy and buggy, people may not frequent the parks. If it's too dry, foliage may die.

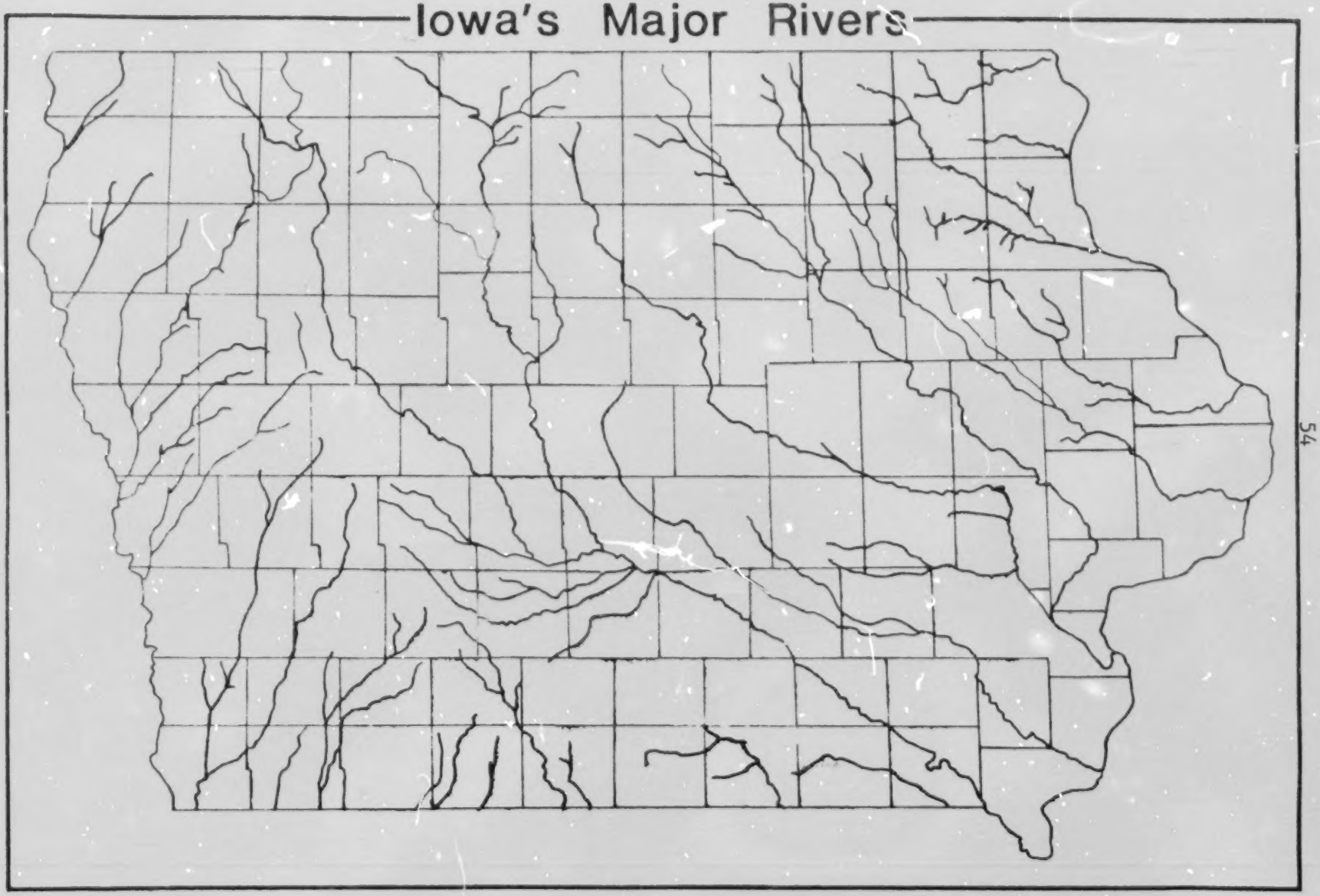
8. If it is too dry, fires are more frequent.

9. The growth of baby trees and plants directly depends upon the moisture in the ground.

Lesson 16

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will identify the Mississippi River and the Missouri River as natural borders. The student will understand that the Big Sioux River forms a portion of Iowa's natural boundary. The student will locate and identify at least 3-5 major rivers in Iowa. Materials For the Teacher: Chalkboard Iowa's Major Rivers Worksheet River Worksheet For the Pupil: Iowa Road Map Iowa's Major Rivers Worksheet River Worksheet Map Packet	Distribute Iowa Road Maps. Give the students time to become familiar with the legend, scale, etc. Ask them to locate the rivers that border Iowa to the west (Big Sioux River and Missouri River). Locate the river that borders Iowa to the east (Mississippi River). Emphasize that these rivers are natural boundaries for our state. Ask the students to locate inland rivers - those rivers located within the state. Take time and turns to share. Have fun with some of the names as you pronounce them. As students locate and name rivers, list them on the chalkboard. Distribute the Iowa's Major Rivers Worksheet (from Explorations in Iowa History). Use the Iowa Road Map to locate more rivers. Discuss the importance of rivers in Iowa. Distribute the river worksheet and with the aid of the road map, students will label the rivers and place a rosette and title on the sheet. Place both worksheets in the Map Packet. Collect all of the Iowa Road Maps.	53 95

Iowa's Major Rivers



54

Explorations in Iowa History Project
Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa

Lesson 16 - River Worksheet Title _____

93

ANSWER SHEET Title: Iowa's Major Rivers

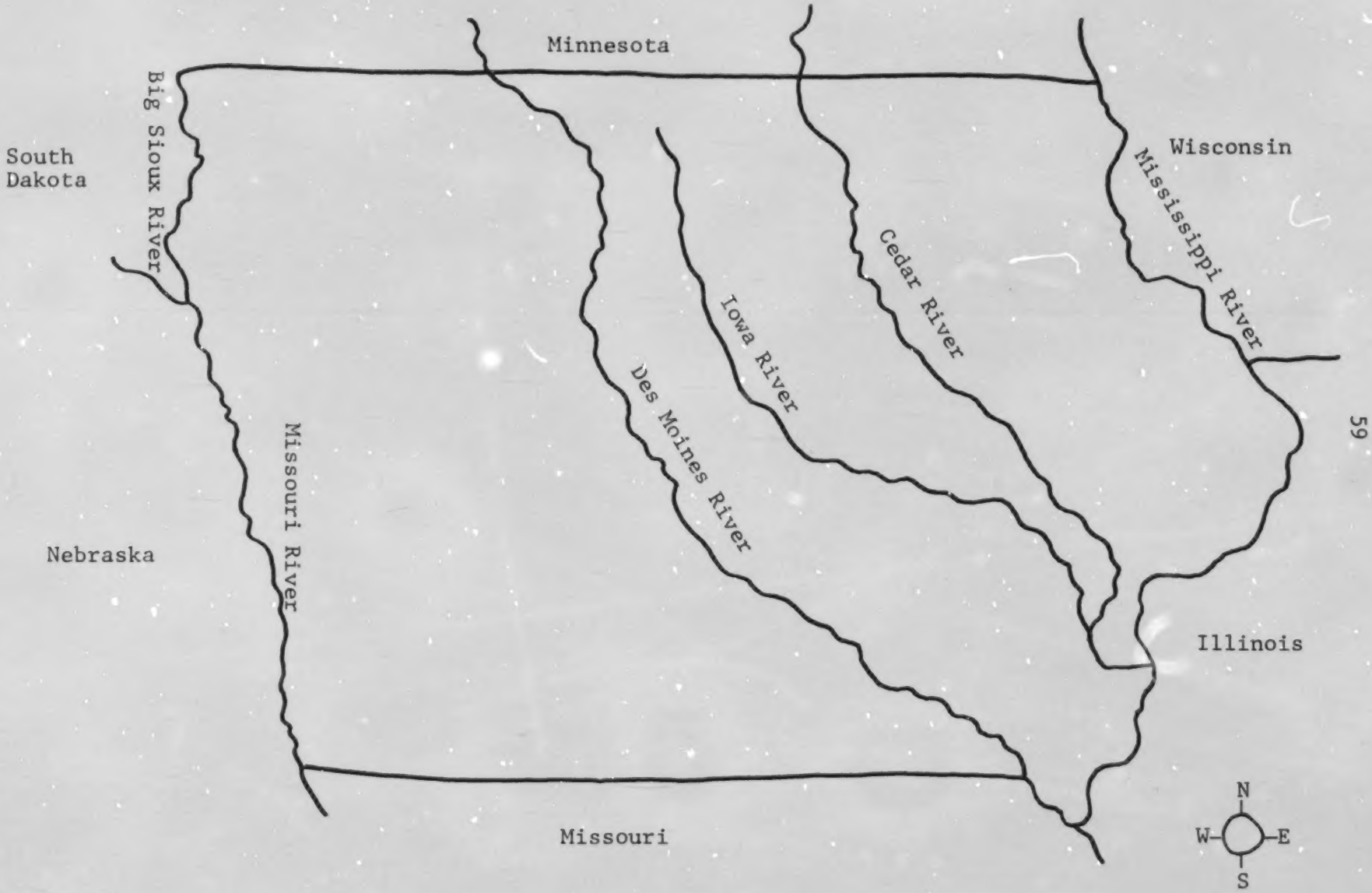
56

Lesson 17

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will identify Iowa's major rivers by creating Map #5, Iowa's Rivers. The student will complete a worksheet on Iowa's Rivers and Lakes. Materials For the Teacher: Sample Map #5 Chalkboard For the Pupil: 2 colors of construction paper Iowa template Yarn Scissors Glue Pencil and pen Map Packet Hidden Word Puzzle Rivers, Lakes and Reservoirs Worksheet	Ask the students to refer to the river worksheet they completed in Lesson 16. Take a few minutes to review the location and names of some of Iowa's rivers. Show the students Map #5, and describe how they will complete it. The following directions can be written on the chalkboard, on chart paper, or given verbally: 1. Trace the template and cut out. 2. Center and glue it on the other piece of construction paper. 3. Cut 6 pieces of yarn - see sample. 4. Place on map in the approximate location of the following rivers: a. Big Sioux River b. Missouri River c. Des Moines River d. Iowa River e. Cedar River f. Mississippi River 5. Check with a partner for accuracy before gluing. Glue the yarn to the map. 6. With a pencil label the rivers and bordering states. 7. Draw a rosette in the lower right hand corner. 8. Check with a partner for accuracy. Trace over with a pen. 9. Place the map in your Map Packet. As the students finish their map, give them the hidden word puzzle and the sheet listing the rivers, lakes and reservoirs. Allow them the remainder of the time to complete these. These sheets should be placed in their Map Packets.	57

IOWA TEMPLATE - Lesson 17

Sample of Final Product



59

106

107

IOWA'S RIVERS AND LAKES*

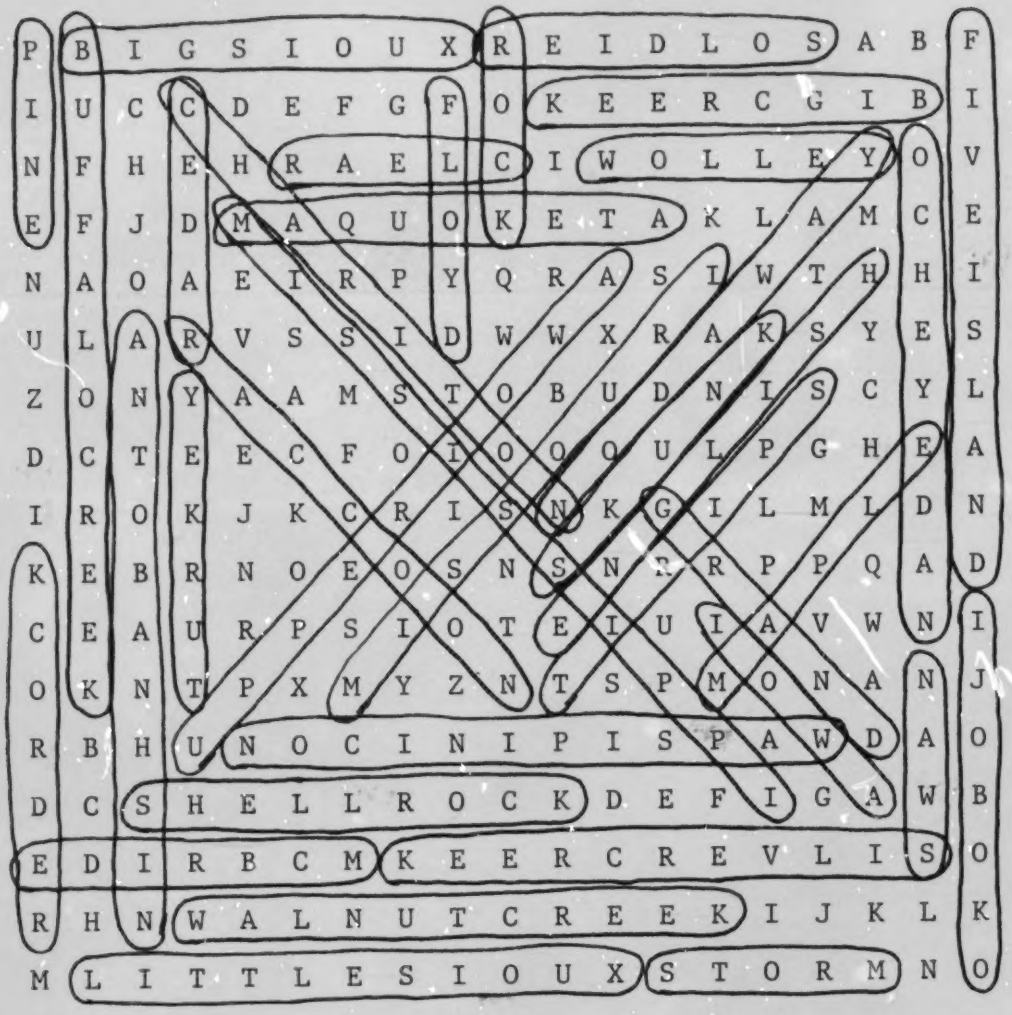
Directions: The names of Iowa's rivers and lakes appear in five directions - forward, backward, up, down and diagonal. Many overlap. Circle each item as you find them.

P B I G S I O J X R E I D L O S A B F
I U C C D E F G F O K E E R C G I B I
N F H E H R A E L C I W O L L E Y O V
E F J D M A Q U O K E T A K L A M C E
N A O A E I R F Y Q R A S I W T H H I
U L A R V S S I D W W X R A K S Y E S
Z O N Y A A M S T O B U D N I S C Y L
D C T E E C F O I O O O U L P G H E A
I R O K J K C R I S N K G I L M L D N
K E B R N O E O S N S N R R P P Q A D
C E A U R P S I O T E I U I A V W N I
O K N T P X M Y Z N T S P M O N A N J
R B H U N O C I N I P I S P A W D A O
D C S H E L L R O C K D E F I G A W B
E D I R B C M K E E R C R E V L I S O
R H N W A L N U T C R E E K I J K L K
M L I T T L E S I O U X S T O R M N O

*This puzzle includes eleven (11) Iowa lakes and dam reservoirs. The author of puzzle selected them on the basis of fitting letters into the puzzle. The word Lake is not a part of the puzzle - only its name like Clear for Clear Lake.

Teacher center

IOWA'S RIVERS AND LAKES ANSWER SHEET


P B I G S I O U X R E I D L O S A B F
I U C C D E F G F O K E E R C G I B I
N F H E H R A E L C I W O L L E Y O V
E F J D M A Q U O K E T A K L A M C E
N A O A E I R P Y Q R A S I W T H H I
U L A R V S S I D W W X R A K S Y E S
Z O N Y A A M S T O B U D N I S C Y L
D C T E E C F O I O O O U L P G H E A
I R O K J K C R I S N K G I L M L D N
K E B R N O E O S N S N R R P P Q A D
C E A U R P S I O T E I U I A V W N I
O K N T P X M Y Z N T S P M O N A N J
R B H U N O C I N I P I S P A W D A O
D C S H E L L R O C K D E F I G A W B
E D I R B C M K E E R C R E V L I S O
R H N W A L N U T C R E E K I J K L K
M L I T T L E S I O U X S T O R M N O

Rivers

Big Sioux
Boone
Boyer
Buffalo Creek
Cedar
Chariton
Des Moines
English
Floyd
Grand
Iowa
Little Sioux
Maple
Maquoketa
Mississippi
Missouri
Nishnabotna
Nodaway
Ocheyedan
Raccoon
Rock River
Shell Rock
Silver Creek
Skunk
Soldier
Turkey
Upper Iowa
Walnut Creek
Wapsipinicon
Yellow

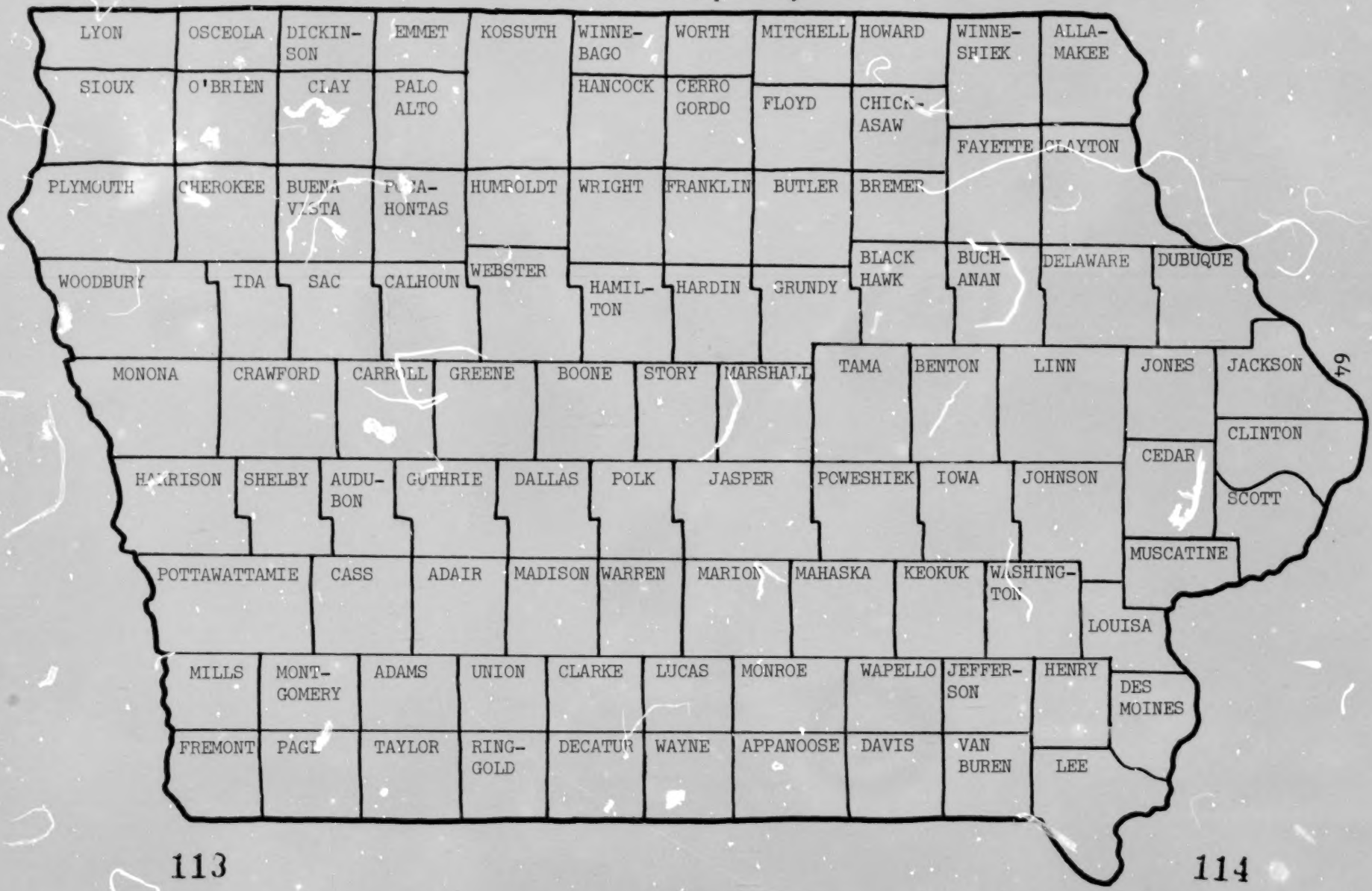
Lakes and Reservoirs

Big Creek Lake
Clear Lake
Five Island Lake
Lake McBride
Lake Okoboji
Pine Lake
Rathbun Reservoir
Red Rock Reservoir
Spirit Lake
Storm Lake
Swan Lake

Lesson 18

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will recognize that Iowa is composed of 99 counties. The student will name the counties surrounding Black Hawk County. The student will understand that Black Hawk County is named after Indian Chief Black Hawk. Materials For the Teacher: Overhead projector Screen Iowa County transparency For the Pupil: Iowa County Map Colored pencils Sketch of Chief Black Hawk Map Packet	Distribute the Iowa County Map. Instruct the students to place a rosette in the lower right hand corner. Using the overhead, ask a pupil to name a county. Choose another pupil to locate it on the transparency for the class. Continue this until several counties have been named and located. (Be sure to "move around the state" by naming counties in each region.) Instruct the students to locate Black Hawk County. In a clockwise manner, have them name the surrounding counties. As they do so, point to them on the transparency. The students should shade in Black Hawk County and the seven surrounding counties with two different colors. Briefly review the history of Black Hawk County - who it was named after, etc. Point out that Iowa is composed of ninety-nine counties. Describe the county system of government. As a class locate and name several counties whose names are Indian. Discuss how/why they may have such names. For example, "What county is named for a famous chief of the Sac and Fox Indians?" Hand out the sketch of Chief Black Hawk. The class can spend the remaining class time coloring in Chief Black Hawk. At the end of class, place all materials in their Map Packets.	63

IOWA COUNTY MAP - Lesson 18
Use for transparency



IOWA COUNTY MAP - Lesson 18
Sample of Student Final Product

D.M.

Objectives	Lesson 19 Activity	Teacher Notes, Comments/Evaluation
Given a phrase the student will match the phrase with a correct Iowa County. Materials For the Teacher: County Answer Sheet For the Pupil: Map Packet Iowa County Map Iowa Counties Worksheet Encyclopedias Library books about Iowa Pamphlets, brochures on Iowa Iowa Road Maps	Ask the students to get their Iowa County Map out of their Map Packets. Review the counties that surround Black Hawk. Tell the class that they will be using this sheet as they complete 2 worksheets today. Distribute the Iowa Counties worksheet. Explain that even though there are 98 phrases, all 99 counties are represented. Direct their attention to number 34, which has two responses. Instruct them to read the first phrase. They should then look at their County Map to locate the answer (ie. Adams). They should write Adams in the blank. If necessary do the second one as a class. Provide the class with an abundance of library books, encyclopedias, pamphlets, brochures, etc. - all of which they can use to seek out their answers. If it would be helpful to the students, encourage/allow them to work in partnerships. As they work, mingle among them reinforcing their good work habits. After approximately 30 minutes, go over the worksheet with the class. Allow each student to correct his own. At the end of class, the students should place their materials in their Map Packets.	67

113

Name _____

IOWA COUNTIES

1. Second president of the United States _____
2. An Indian Chief _____
3. The "Great Trail Blazer and Fighter" _____
4. A Servant _____
5. A Candy Bar _____
6. An evergreen tree _____
7. Type of Dirt _____
8. "Jeff" a Confederate Leader _____
9. Founder of the Saturday Evening Post _____
10. A Color _____
11. Founder of the National Bank _____
12. First Signer of the Declaration of Independence _____
13. "But as for me, give me liberty or give me death" _____
14. A girl's name (three letters) _____
15. The Tall Corn State _____
16. "Stonewall" _____
17. An impure quartz _____
18. Father of the American Navy _____
19. A wild animal _____
20. Fourth president of the United States _____
21. Fifth president of the United States _____
22. Part of a book _____
23. An Indian Princess _____

24. A large coarse bag _____
25. A long tale _____
26. A suit maker _____
27. "First in war, first in peace, first in the Hearts of his country" _____
28. A brand of soap _____
29. Correct _____
30. A small state in the East _____
31. A place to grind flour _____
32. Third president of the United States _____
33. Landing place of the Pilgrims _____
34. Two Indian Tribes _____ _____
35. To join together _____
36. Eighth president of the United States _____
37. An American lexicographer _____
38. A challenge _____
39. Fifteenth president of the United States _____
40. A Christmas Song _____
41. A large city in Texas _____
42. Confederate general _____
43. A Scotchman _____
44. English general of World War II _____
45. Value or price _____
46. Capital city of Iowa _____
47. A hard blow _____
48. A lawman _____
49. Man with Lewis and Clark buried in Iowa _____

Teacher color

50. An Indian agent _____

51. Indian reservation of Iowa _____

52. Famous mountain pass in Italy _____

53. Owner of first lead mine in Iowa _____

54. First governor of Iowa _____

55. "Swamp Fox" of the Revolution _____

56. A bomber - a member of the Fort Dodge Community School Board _____

57. A good Irish name, A movie actor by the name of Pat _____

58. "My country, right or wrong" _____

59. Author of "Little Women" _____

60. Famous fighter called "Mad Anthony" _____

61. Society that studies birds _____

62. "Beautiful View" in Spanish _____

63. A man who believed in "States Rights" _____

64. A park in Fort Dodge _____

65. A peaceful Indian Chief _____

66. Benjamin and William Henry both were presidents _____

67. A boy's name beginning with E _____

68. A Fox Chief whose name meant "Coming Thunder" _____

69. A Revolutionary war general killed at Bunker Hill _____

70. Fox Chief "He who is painted white" _____

71. First governor of Kentucky _____

72. Name of Sac Indian Chief meaning "Roused Bear" _____

73. County in which Council Bluffs is located _____

74. First important victory in Mexican War _____

75. Smallest county in the state _____

76. First county to make pearl buttons _____

77. "Peaceful Valley" _____

78. Iowa Indian Chief "White Cloud" _____

79. Home of the largest cereal mill _____

80. Largest county in Iowa _____

81. Home of the State University _____

82. Home of Henry Holt, who was one who caused the Spirit Lake Massacre _____

83. Boy's name beginning with H _____

84. Home of "Boys Training School" _____

85. Captain of Iowa Volunteers in Mexican War _____

86. "Home of sod houses" _____

87. One of the starting points for Underground Railroad _____

88. Name for LaFayette, Frenchman _____

89. Home county for Okoboji _____

90. Governor of New York who opened Erie Canal _____

91. Home of Basil Geards 5000 acres _____

92. Location of the "Little Brown Church in the Vale" _____

93. Location of Clear Lake _____

94. Major killed at Battle of Palo Alto, Mexican War _____

95. Early Indian Trader, Allan Makee _____

96. An Indian Tribe in Northern Iowa _____

97. Man who fought duel with Andrew Jackson _____

98. Sac and Fox chief who opposed Black Hawk _____

ANSWERS FOR IOWA COUNTIES WORKSHEET

1. Adams
2. Black Hawk
3. Boone
4. Butler
5. Clarke
6. Cedar
7. Clay
8. Davis
9. Franklin
10. Greene
11. Hamilton
12. Hancock
13. Henry
14. Ida
15. Iowa
16. Jackson
17. Jasper
18. Jones
19. Lyon
20. Madison
21. Monroe
22. Page
23. Pocahontas
24. Sac
25. Story
26. Taylor
27. Washington
28. Woodbury
29. Wright
30. Delaware
31. Mills
32. Jefferson
33. Plymouth
34. Sioux-Cherokee
35. Union
36. Van Buren
37. Webster
38. Adair
39. Buchanan
40. Carroll
41. Dallas
42. Lee
43. Scott
44. Montgomery
45. Worth
46. Des Moines
47. Polk
48. Marshall
49. Floyd
50. Case
51. Tama
52. Bremer
53. Dubuque
54. Lucas
55. Marion
56. Mitchell
57. O'Brien
58. Decatur
59. Louisa
60. Wayne
61. Audubon
62. Buena Vista
63. Calhoun
64. Crawford
65. Keokuk
66. Harrison
67. Emmet
68. Winneshiek
69. Warren
70. Wapello
71. Shelby
72. Poweshiek
73. Pottawattamie
74. Palo Alto
75. Osceola
76. Muscatine
77. Monona
78. Mahaska
79. Linn
80. Kossuth
81. Johnson
82. Humboldt
83. Howard
84. Hardin
85. Guthrie
86. Grundy
87. Fremont
88. Fayette
89. Dickinson
90. Clinton
91. Clayton
92. Chickasaw
93. Cerro Gordo
94. Ringgold
95. Allamakee
96. Winnebago
97. Benton
98. Appanoose

Lesson 20

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will identify major cities in Iowa. The student will locate major cities in Iowa on an Iowa Road Map. The student will dramatize the name of a given city or town. Materials For the Teacher: Iowa Road Map Slips of paper with a major city written on each slip For the Pupil: Iowa Road Map	Distribute the Iowa Road Maps. Review the legend and symbols for cities of x population. To enable the student to become familiar in using this map as a reference, the following questions could be asked: 1. Where is Sioux City? 2. Describe its location (ie. NW Iowa). 3. What is the population of Sioux City? 4. What is the symbol for a capital? 5. Locate Des Moines. 6. What direction would you travel from Mason City to Des Moines? 7. Locate Clinton. 8. What is the population of Clinton? Continue such questioning until the major cities have been located. In the second portion of the lesson, students are grouped in partnerships. Each partnership draws a slip of paper which lists a major city. They should say the name to themselves listening very carefully to the "sound". The partnership must then dramatize the city name. Give them time to rehearse. For example: Muscatine - Students can dramatize loading a musket, aiming and hitting a can making a "ting" sound. Note: Be selective in choosing cities to be dramatized. The students should enjoy the activity and be given an opportunity to ham it up. Examples of cities or towns: Odebolt, Soldier, Ottumwa, Mason City, Charles City, Fort Dodge, Marshalltown	73

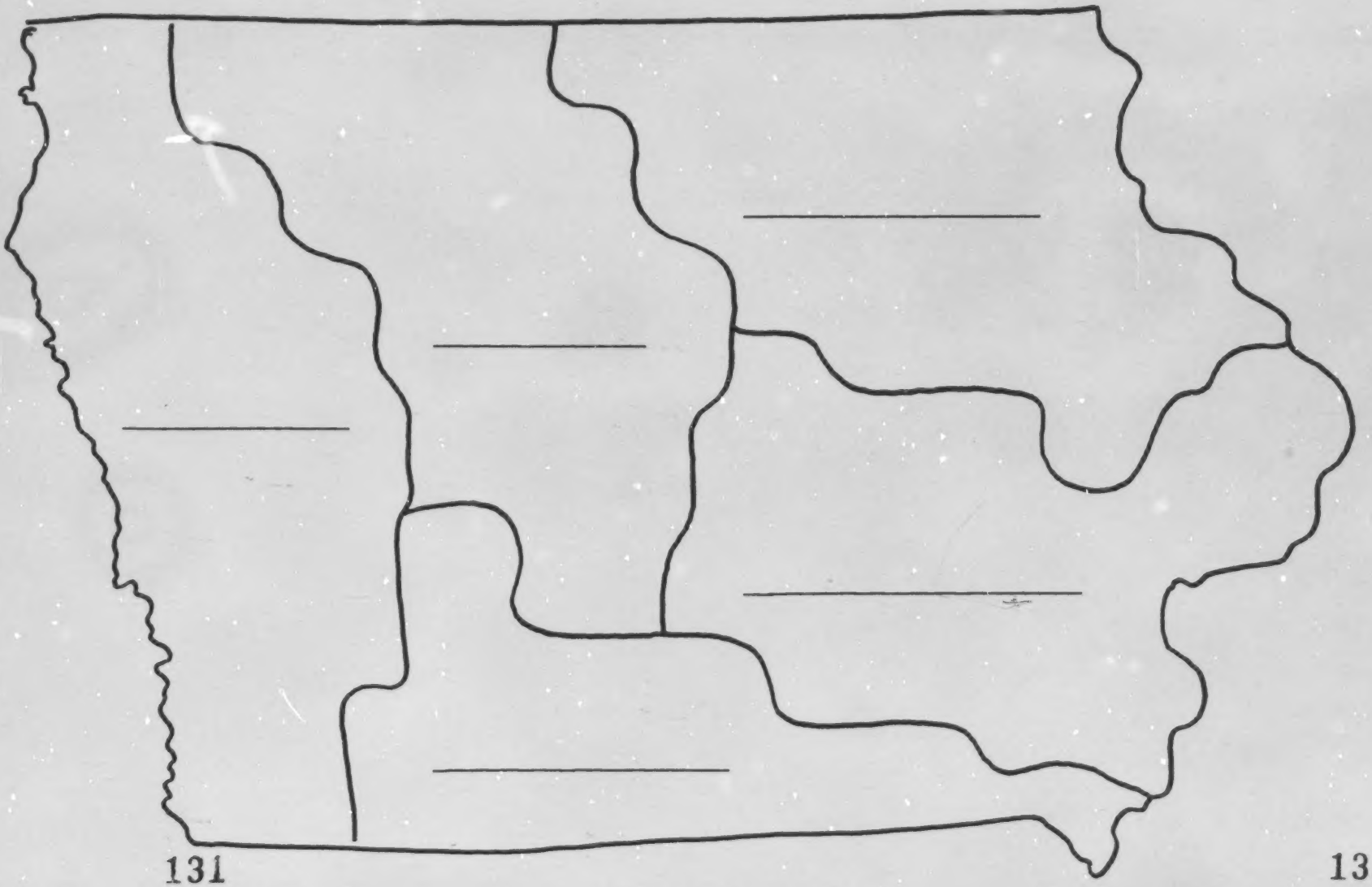
Lesson 21

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will understand that Iowa is a national leader in agriculture. The student will complete a worksheet identifying specific agricultural areas. Materials For the Teacher: Overhead projector Screen Transparency of Agricultural Areas of Iowa For the Pupil: Agricultural Areas Worksheet Map Packet Iowa Notebook	Display the transparency. Ask the students to define agriculture. Instruct the students to take out their precipitation and elevation maps. Ask the following questions: 1. Where would you expect to find the richest soil in Iowa? Why? 2. What does the elevation of an area have to do with the type of crop grown? 3. Where in Iowa do we find "river bottom"? Distribute the worksheet. Direct their attention to the transparency. Point out that Iowa's land use can be catagorized into 4 major areas: dairy, grain, livestock, and pasture. As you label these areas on the transparency, students label them on their worksheets. Put the worksheets away. As a class discuss the importance of agriculture in Iowa's economy. The following statements will be helpful in the discussion: 1. Iowa is the nation's leading agricultural state. (One-fourth of the United States' Grade I land is in Iowa.) 2. Iowa's rich soil and climate are important ingredients in agricultural production. 3. Iowa farms grow a diversity of crops. (ie. corn, soybeans, oats.) 4. A variety of animals are raised on Iowa's farms. 5. Rural population has declined over the years. (1960 - ½ – ½, 1970 - U.S. is 3/5 urban. Why?)	74

Objectives	Lesson 21 Activity	Teacher Notes, Comments/Evaluation
	6. Farm operators (farmers) have many jobs to do. (Discuss how the day of a farmer is different than ours.) After discussing these ideas, students will record the data in their Iowa Notebooks. Place their worksheets in their Map Packets.	

Student Worksheet - Lesson 21

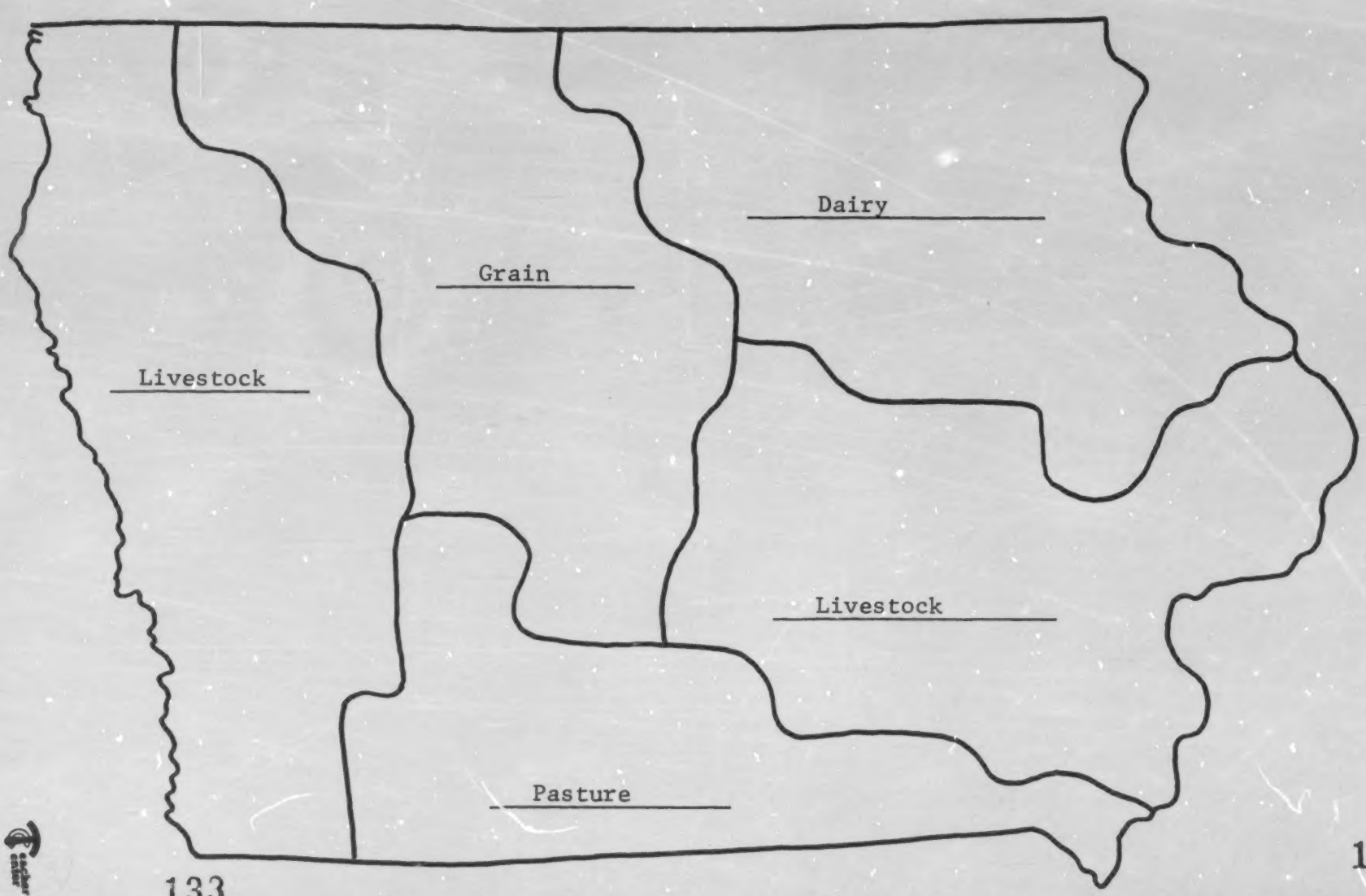
AGRICULTURAL AREAS OF IOWA



131

132

AGRICULTURAL AREAS OF IOWA - ANSWER KEY



77

Lesson 22

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will understand that industry has played a major role in Iowa. Materials For the Teacher: 1 sample of each Iowa pamphlet For the Pupil: Iowa pamphlets Iowa Notebook	NOTE: Prior to this lesson, you should write to the Iowa Development Commission 250 Jewett Building Des Moines, Iowa 50309 and request any Iowa pamphlets and brochures they will send you free of charge. If possible, request one per pupil. Jointly use the pamphlets and the following statements in discussing Iowa's industry: 1. Industry has played a major role in farming. 2. Many industries in Iowa developed as a result of a need in agriculture. 3. Iowa has a multitude of diverse industries. 4. Today industry is a very important part of the state's economy. 5. Opportunities exist in agriculture and industry for potential employment. After discussing the above, students will record the data in their Iowa Notebooks.	78

POPULATION: 2 870 000 (July 1 1976)
51.3 people per sq. mi.

CAPITAL: Des Moines

AREA: 55 941 sq. mi. (25th)

NICKNAME: Hawkeye State
(For an Indian scout)

FLOWER Wild Rose

BIRD: Eastern Goldfinch
(wild canary)

TREE: Oak

MOTTO: "Our Liberties We Prize
and Our Rights
We Will Maintain."

H-9891

Iowa

Has Many More Surprising Facts:

Get them from:
IOWA DEVELOPMENT COMMISSION
250 Jewett Building
Des Moines, Iowa 50309

GOVERNOR: ROBERT D. RAY

PEOPLE:
79.1% Iowa-born, predominately Northern European; 1½% non-white.

DISCOVERED:
1673 by Joliet and Marquette.
Free territory in 1820.
Became 29th state in 1846.

You'll be surprised about

Iowa

a place to grow

BEST COPY AVAILABLE

More Iowans work in industry than on farms—about 231,000 vs. 224,000

Iowa's Big 10 teams are the Hawkeyes, gold and black.

Iowa is the **only** state bordered on both sides by navigable rivers—Missouri and Mississippi.

Industrial production exceeds agricultural production 2½ times.

Of America's top 500 manufacturers, 137 operate 302 Iowa plants.

Foreign exports amounted to $3 billion in 1976; farm products topping industrial by about $½ billion.

Iowa is first in number of hogs raised and processed (17 million); second in beer (4.7 million).

About 125 years ago, only 5% of Iowans lived in town. Today it's 57%.

Buffalo Bill was born in Iowa. And Henry Wallace. And George Gallup.

Only California gets more money than Iowa from farm goods. (Iowa: $7 billion)

Iowa is the home of the world-famous Drake Relays.

Julien DuBuque was the first permanent settler on the land that became Iowa.

Iowa has 95 state parks, wild life refuges and forests.

More than 19,000 miles of fishing streams meander through Iowa.

Herbert Hoover was born in Iowa.

Iowa's highest point (1,600 feet) is in a **feedlot** near Sibley (northwest Iowa). The low point (500 feet) is near the Mississippi in the southeast.

Iowa's population is expected to exceed three million in eight years, up about 100,000.

Iowa's Big 8 teams are the Cyclones, cardinal and gold.

Fort Atkinson in northeast Iowa was the only fort white men built to protect Indians from each other.

Iowans have the highest literacy rate in the nation.

Studies show Iowans do the equivalent of **65** weeks of work a year when compared with the average American worker. So they produce $8,900 more per year in value.

Johnny Carson was born in Iowa. So was Roger Williams, the pianist, not the pilgrim. And John Wayne. And Cloris Leachman. And Andy Williams.

Mason City, Iowa, inspired Meredith Willson's Broadway hit, "The Music Man."

Terrace Hill, Iowa governor's mansion, is a mid-Victorian classic.

More than 122,000 Iowans are enrolled in colleges.

Iowa's "Gross State Product" is $21.2 billion.

"Iowa" is Indian for "This is the Place" or "The Beautiful Land."

"Des Moines," state capital, is pronounced "Duh-moyne."

And Glenn Miller.

Lesson 23

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will understand the importance of the Land Ordinance of 1785. The student will understand the importance of the Northwest Ordinance of 1787. Materials For the Teacher: Encyclopedia with information regarding: 1) Land Ordinance of 1785 2) Northwest Ordinance of 1787 For the Pupil: Map Packet Handout: Iowa Territory 1842 Open for Settlement (Lesson 8) Iowa Notebook	Ask the students to take out their handout from Lesson 8, entitled "Iowa Territory 1842 Open for Settlement". Review the Louisiana Purchase. Conduct a class lecture on the Land Ordinance of 1785 stressing the following understandings: 1. The land must be purchased from the Indians. 2. Surveyors would measure the land and mark the boundaries. 3. A township is 6 square miles. Each township was divided into 36 equal sections. 4. Each section was 1 square mile or 640 acres. 5. The land was to be sold at auction. 6. Section #16 of each township must be set aside for public education. Discuss with the class the importance of this document and help them to conclude that: 1. It provided a way of clearly marking boundaries. 2. It prevented boundary disputes. 3. It promoted public education. The students will record this information in their Iowa Notebooks. Refer to the encyclopedias for information pertaining to the Northwest Ordinance of 1787. Guide the discussion so that pupils will understand that: 1. It provided a government. 2. It protected people living in that area. 3. The people wrote in a Bill of Rights.	

Objectives	Lesson 23 Activity	Teacher Notes, Comments/Evaluation
	4. Slavery was outlawed. 5. The President appointed a territorial governor, secretary and three judges. 6. A plan of rules for becoming a state was made. The students will record this information in their Iowa Notebooks. Note: This can be a 2-day lesson.	

Lesson 24

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will review the Land Ordinance of 1785. The student will review the Northwest Ordinance of 1787. The student will gain an understanding of the process of applying for statehood. Materials For the Teacher: Encyclopedia re: Iowa Territory and Statehood For the Pupil: Iowa Notebook	Please refer to the previous lesson and spend the first portion of the class reviewing the two documents. (It is important that students understand these as it will enable them to better understand the transition from territory to statehood.) Explain to the students that as a result of the Land Ordinance of 1785 and the Northwest Ordinance of 1787, there were 3 basic stages for becoming a state: 1. Congress declares the area of land as a territory. 2. Once the area has 5000 adult males residing in the territory, the people can elect an assembly to make laws and choose representatives to the United States Congress. 3. Once the area has a population of 60,000 and a constitution is written, a territory can seek admittance for statehood. The students will record this information in their Iowa Notebooks.	83

Lesson 25

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will summarize his understanding the process in which Iowa gained statehood. Materials For the Teacher: Discussion statements. For the Pupil: Iowa Notebook	(The purpose of this lesson is to apply past information given and/or discussed in summarizing the process of transferring from Iowa Territory to Iowa Statehood, and Iowa Government as it is today.) The following statements will serve as a discussion guide: 1. With the coming and settlement of pioneers in Iowa territory laws were necessary. 2. A constitution convention was called to draw up a plan for statehood. 3. Iowa became the 29th state on December 28, 1846. 4. The State Constitution provides for a legislative, judicial, and an executive branch of government. 5. The State Constitution is the basic law of our state. 6. Iowa citizens have a responsibility in the government through voting. 7. Services are provided to the people of the state through the government. 8. People support their government through taxes. 9. Iowa is divided into 99 governmental units called counties. As each item is discussed students will record the data in their Iowa Notebooks.	84

Objectives	Lesson 26 Activity	Teacher Notes, Comments/Evaluation
The student will identify the three branches of government. The student will define the three branches of government. Materials For the Teacher: Iowa Official Register Chalkboard For the Pupil: Iowa Notebook	Ask the students to open their Iowa Notebooks to the section entitled Government. Refer to statement number 4 (Lesson 25): "The State Constitution provides for a legislative, judicial and an executive branch of government." As a class, through teacher questioning and pupil discussion, define the three branches of government. As this is done the Iowa Official Register can be shared by the students, as it provides photographs and job descriptions. (This enables the students to participate more frequently and the lesson is less lecture-type.) The following definitions and listings are to be entered into the Iowa Notebook: 1. Executive - the supreme power; decision-maker. Includes - Governor Lieutenant Governor Secretary of State Auditor of State Treasurer of State Secretary of Agriculture 2. Judicial - the courts of law. Includes - Supreme Court District Court Court of Appeals 3. Legislative - the law-making branch composed of the House of Representatives and the Senate. If time permits, review the definitions and quiz each other in partnerships.	85

Lesson 27

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will review the three branches of government. The student will discuss the specific office and job description. The student will complete an interview sheet. Materials For the Teacher: Iowa Government Interview Sheet (you may use Sample A or B) Answer Key For the Pupil: Iowa Official Register (to be shared) Iowa Government Interview Sheet (2 per pupil) "Maps and Members" pamphlet Iowa pamphlets and brochures published by the Iowa Development Commission Map Packet	At the beginning of class, review the three branches of government. Distribute the Iowa Government Interview Sheet. As a class go through each office and discuss the job description as well as the qualifications. Ask pupils to read selections from the Iowa Official Register or from "Maps and Members," a pamphlet published by the General Assembly. As specific individuals are identified, students record the names by the correct office. Note: A variation would be to group the students in teams of four. Provide them with no input, but numerous reference tools. As a group they research the job and present official. Then as a class, meet collectively and share their information. The students will be given a second identical interview sheet with the following instructions: 1. You fill out Name and Date. 2. Ask someone over age 18 if you may interview them. Explain that it is for your Iowa History Unit. The person must be an eligible voter because we want to find out how well the average citizen knows his public officials. 3. Whoever you interview signs "Person Interviewed." Give them plenty of time to complete it. They can record the information or you can. 4. Be sure to thank them for their time. 5. Come to class with your interview sheets tomorrow. Students should place their materials in their Map Packets. It is wise to remind them prior to the day's dismissal of their homework this evening.	98

IOWA GOVERNMENT INTERVIEW SHEET

SAMPLE A

NAME_____

EXECUTIVE

Governor-_____

Lieutenant Governor-_____

Secretary of State-_____

Auditor of State-_____

Treasurer of State-_____

Secretary of Agriculture-_____

JUDICIAL

Chief Justice, Iowa Supreme Court-_____

LEGISLATIVE

Senate-_____

_____

House of Representatives-_____

_____

_____

_____

IOWA GOVERNMENT INTERVIEW SHEET

SAMPLE B

Name_____

Person Interviewed_____

Date_____

EXECUTIVE

Governor-_____

Lieutenant Governor-_____

Secretary of State-_____

Auditor of State-_____

Treasurer of State-_____

Secretary of Agriculture-_____

JUDICIAL

Chief Justice, Iowa Supreme Court-_____

LEGISLATIVE

National: U.S. (Washington)	State: Iowa (Des Moines)
Senate 1. _____	1. _____ (17th Sen. Dist.)
2. _____	2. _____ (18th Sen. Dist.)
House of Representatives	
1. _____	1. _____ (Dist. 33)
	2. _____ (Dist. 34)
	3. _____ (Dist. 35)
	4. _____ (Dist. 36)

IOWA GOVERNMENT INTERVIEW SHEET ANSWER SHEET

(Correct data as of 8/81)

Name _____

Person Interviewed _____

Date _____

EXECUTIVE

Governor- Robert D. Ray

Lieutenant Governor- Terry E. Branstad

Secretary of State- Mary Jane O'Dell

Auditor of State- Richard Johnson

Treasurer of State- Maurice E. Baringer

Secretary of Agriculture- Robert Lounsberry

JUDICIAL

Chief Justice, Iowa Supreme Court- W. W. Reynoldson

LEGISLATIVE

National: U.S. (Washington)		State: Iowa (Des Moines)	
Senate	1. Roger Jepsen		1. Richard Comito (17th Sen. Dist.)
	2. Charles Grassley		2. Ted Anderson (18th Sen. Dist.)
House of Representatives			
	1. Cooper Evans		1. Thomas Lind (Dist. 33)
			2. Steven Rapp (Dist. 34)
			3. Diane Brandt (Dist. 35)
			4. Marvin Diemer (Dist. 36)

Lesson 28

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will compare interview data. The student will draw conclusions based upon his information received. Materials For the Teacher: Video Tape Cassette: The Work and World of a State Legislator Video Tape Cassette playback Screen For the Pupil: Map Packet 2 interview sheets	Ask the students to take out their interview sheets from their Map Packets. Encourage the students to share their findings. Compare their information for accuracy. Guide them into drawing some conclusions about their interviews by asking such questions as: 1. Was there any relationship between the number of correct responses and any particular age group? 2. Was there any significant relationship between the number of correct responses and males vs. females? 3. Was there any relationship between the number of correct responses and those interviewed who have served in any official political office? (ie. mayor, city council member, school board official.) View the Video Tape Cassette - The Work and World of a State Legislator.	90

Lesson 29

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will research and share his information regarding the following state symbols: Great Seal of Iowa Iowa State Banner State Bird State Flower State Rock State Theme	Divide the class into seven groups. Provide them with an abundance of materials that contain information about the state symbols. Randomly assign groups to research the following state symbols: 1. The Great Seal of Iowa 2. The Iowa State Banner 3. State Bird 4. State Tree 5. State Flower 6. State Rock 7. State Theme Give them approximately twenty minutes to research their symbol. As a group they should record their information and select a spokesman to present it to the class. As a class list each of the seven symbols. Each group presents their information. After each presentation, the teacher records their information on the chalkboard while the students record it in their Notebooks. The following information should be included in their findings: 1. The Great Seal of Iowa --adopted in 1847. --is in custody of governor. --may only be used with his permission. --has motto: "Our liberties we prize and our rights we will maintain."	91
Materials For the Teacher: Chalkboard For the Pupil: Iowa Notebook References: I Encyclopedia Iowa Official Register Iowa pamphlets and brochures		

Objectives	Lesson 29 Activity	Teacher Notes, Comments/Evaluation
	2. The Iowa State Banner --the 39th General Assembly decided we should have one. --a woman's group (DAR) Daughters of the American Revolution designed it. --it has 3 sections - one of red, one of white, and one of blue. --there's an eagle in the center. --the banner has the state motto on it. 3. Eastern Goldfinch --often called the wild canary. --became official state bird March 22, 1933. 4. Oak --common tree, official tree March 13, 1961. 5. Wild Rose --official flower. 6. Geode --officially adopted as state rock on March 13, 1967. 7. Iowa's Theme --"Iowa, A Place to Grow," January, 1970.	92

153

Lesson 30

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will review, discuss, and record several important facts about Iowa. Materials For the Teacher: Chalkboard For the Pupil: Iowa Notebook	Explain to the class that much of the material covered in this study is factual and used by a variety of people and for a variety of reasons. Today's class time will be spent recording the following information in their notebooks. Some of the information they may have in handouts or on maps, etc. Yet stress the importance of knowing some of these basic facts. I will admit that some are less interesting or important than others. However, several facts lead into good discussions! Facts about Iowa Statehood: December 28, 1846. 29th state admitted to the union. Nickname: Hawkeye State Capital: Des Moines Population: 2,825,041 (1970 census) Area: 56,290 square miles Average Population: 49.7 (per square mile) State Motto: Our liberties we prize and our rights we will maintain. State Flower: Wild Rose State Bird: Eastern Goldfinch State Tree: Oak State Rock: Geode Government: Bicameral system (2 legislative units) 99 county units	93

Objectives	Lesson 30 Activity	Teacher Notes, Comments/Evaluation
	State Owned Recreation Areas: 103 lakes (73 natural, 30 artificial) 91 parks and preserves Schools: 453 public school districts 374 parochial and private schools 30 private colleges and universities 2 professional and technical schools 18 area vocational schools 9 community colleges 6 private junior colleges 3 state universities Minerals: Coal, gypsum, cement producer, clay, limestone, sand, stone, gravel Climate: Annual average daily temperature is 49°. Annual average snowfall is 30". Annual average rainfall is 32". Relative humidity average is 72°.	94

Lessons 31-33 (3 days)

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will research famous Iowans and record his information in "Iowa's Hall of Fame."	Day 1: Place the words "Hall of Fame" on the chalkboard. Ask, "What is a Hall of Fame?" Encourage the class to share their understandings and perceptions of a Hall of Fame. (ie. describe the Sports Hall of Fame.) Once the students have a basic understanding of such, explain that they are going to spend today and the first part of tomorrow's class time researching specific famous Iowans. Direct their attention to the variety of books and reference tools available for them to use. Encourage them to use their own Map Packets or Iowa Notebooks, as they contain some of the information.	
Materials For the Teacher: Chalkboard Chart: Iowa's Hall of Fame (listing 52 famous people) For the Pupil: Encyclopedias Any books, pamphlets, brochures on Iowa Iowa Notebooks	Display the "Iowa's Hall of Fame" chart. Review the list of 52 names. Divide the class into 8 groups, and randomly assign 6-7 names per group. Explain that you want only a phrase or sentence describing the person's feat. The students need not write paragraphs or do in-depth research. Define working areas. As each group works, mingle among the students assisting and encouraging them. Day 2: Allow the students the first half of the class to finalize their research. The latter half of the class period will be spent sharing their information and recording it in their Iowa Notebooks. Day 3: Conclude recording and complete "Iowa's Hall of Fame."	

Objectives	Lessons 31-33 (3 days) Activity	Teacher Notes, Comments/Evaluation
	Iowa's Hall of Fame 1. Mound Builders -- earliest known man to live in Iowa. 2. Marquette and Joliet -- French explorers who first saw Iowa in 1673. 3. Julien Dubuque -- first white man to settle in Iowa. 4. Louis Tesson -- planted apple orchards near Montros. 5. Lewis and Clark -- explorers of Missouri River. 6. Sergeant Charles Floyd -- member of Lewis and Clark expedition. First man buried in Iowa. 7. Zebulon Pike -- explored Mississippi River and Bluff around McGregor and Burlington. 8. Black Hawk -- Indian chief often at war. 9. Keokuk -- peace-loving Indian who succeeded Black Hawk. 10. Isaac Galland -- built the first school in Iowa. 11. Robert Lucas -- first territorial governor. 12. Ansel Briggs -- first governor of State of Iowa. 13. James G. Edward -- suggested the name "hawkeye". 14. Mormons: Joseph Smith, Brigham Young -- religious group that crossed Iowa on trek westward. 15. Dutch immigrants -- first large immigrant group that settled in Iowa.	96

Objectives	Lessons 31-33 (3 days) Activity	Teacher Notes, Comments/Evaluation
	16. Amana Society -- immigrants who settled the Amana Colonies and established communal living. 17. Icarian colonists -- communal society who settled near Corning. 18. Dr. William Pitts -- wrote the song, "The Little Brown Church in the Vale". 19. Antoine Le Claire -- built first railroad. 20. Inkappaduta -- Sioux outlaw who led the Spirit Lake Massacre. 21. John Brown.-- Pre-Civil War abolitionist associated with the underground railroad. 22. Annie Wittenmyer -- worked to establish diet kitchens in army hospitals during Civil War. 23. William Cody -- known to the world as "Buffalo Bill". 24. Wyatt Earp -- famous lawman who spent his boyhood in Iowa. 25. Cardiff Grant -- acclaimed as a pre-historic man, later proved fraud. 26. James W. Grimes -- early Iowa politician. 27. James Harlan -- Iowa politician, friend of Abe Lincoln. 28. Samuel Kirkwood -- served as governor, U. S. Senator and member of President's cabinet. 29. Kate Shelley -- young heroine credited with averting a train disaster. 30. Augest Ringling -- son's performance of Ringling Brother's Circus.	97

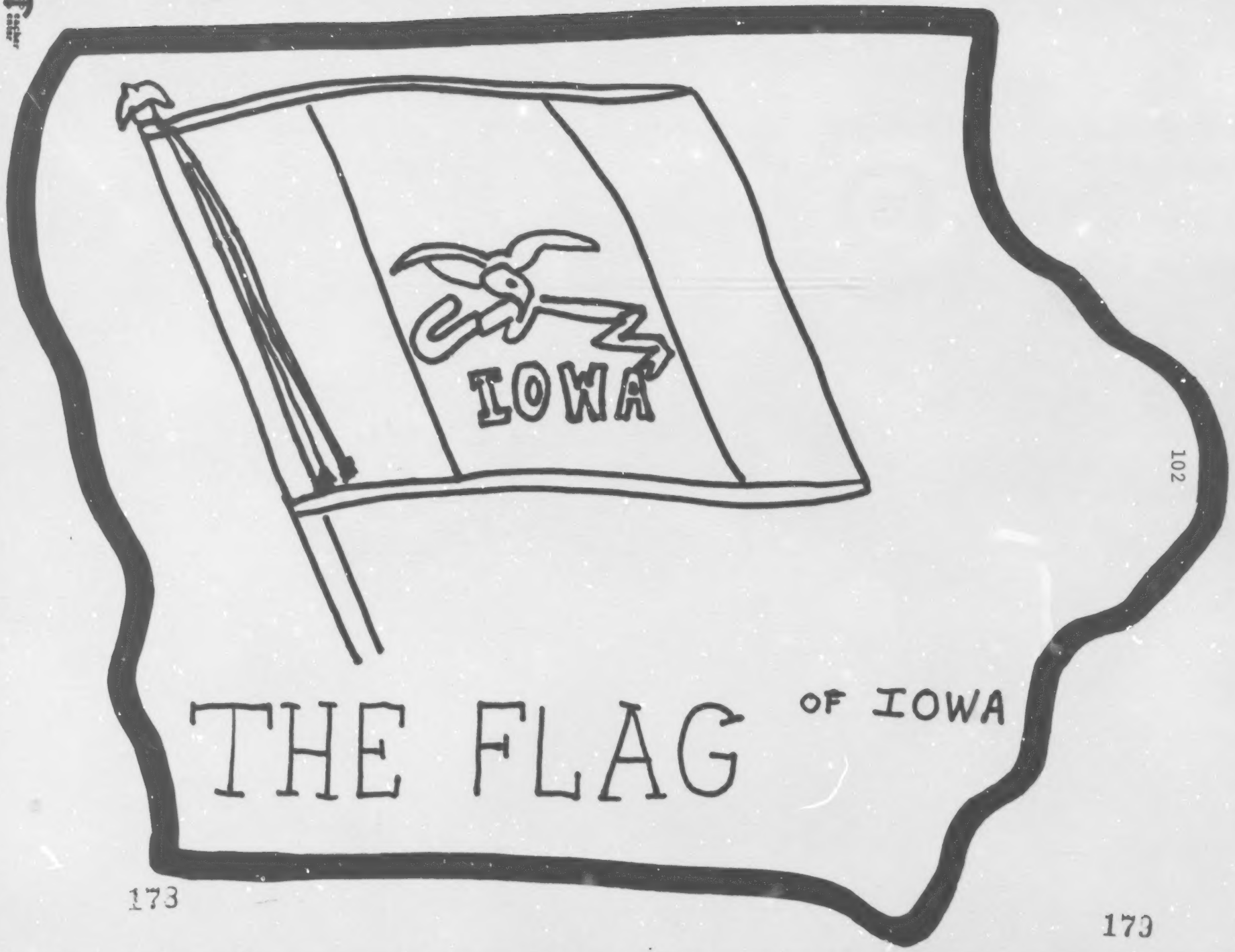
Objectives	Lessons 31-33 (3 days) Activity	Teacher Notes, Comments/Evaluation
	31. Charley Williams -- made Independence the world's center for harness racing. 32. Carry Chapman -- worked for women's rights. 33. Jessie Hiatt -- gave us the name "delicious" for red apples. 34. Antonin Dvorak -- a famous Czech composer who lived in Spillville during the summer of 1893 and wrote music. 35. "Tama Jim" Wilson -- was a farm leader and he later became the U. S. Secretary of Agriculture. 36. John Deere -- pioneer in manufacturing efficient farming equipment. 37. John Rath -- started a small meat packing business - it became the largest in the country. 38. Fred L. Maytag -- began a washing business in Newton, Iowa. 39. Walter Sheaffer -- began a pen-pencil business. 40. George Washington Carver -- a Negro slave who was interested in science-peanut products. 41. Jessie Shambaugh - the founder of 4-H clubs. 42. Billy Robinson -- pilot-start airmail service in Iowa. 43. Herbert Hoover -- a native of Iowa who became President of U. S. in 1928. 44. Henry A. Wallace -- was a U. S. Vice President. 45. J. N. Darling -- a cartoonist who won the Pulitzer Prize.	98

Objectives	Lessons 31-33 (3 days) Activity	Teacher Notes, Comments/Evaluation
	46. Grant Wood -- artist. 47. Hamlin Garland -- author who wrote about Iowa farms and farm life. 48. Herbert Quick -- a school teacher, who later became a lawyer, then began writing about life in Iowa. 49. Bess Streeter Aldrich -- wrote about pioneer adventures. 50. Meredith Wilson -- wrote a musical called "The Music Man". 51. Andy Williams - famous singer. 52. Sullivan Brothers -- five Waterloo brothers who died in World War II when their ship sank.	99

Lesson 34

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will complete the first six pages of his Iowa Scrapbook: 1. Great Seal of Iowa 2. The Flag of Iowa 3. The Goldfinch 4. The Oak 5. The Wild Rose 6. The Geode Materials For the Teacher: Sample of each sheet in completed form Chalkboard For the Pupil: 1 sheet per pupil (see list under Objectives) Colored pencils/ pens Reference/visual aids on state symbols 1 paper clip per pupil Map Packet	Today the class will begin working on the Iowa Scrapbook sheets. Describe and define a scrapbook. What is the purpose of a scrapbook? Show them the first six pages that you have colored in as samples. Place the following directions on the chalkboard: 1. Gather your six sheets of paper. 2. Carefully color in each symbol as realistically as it may appear in real life. 3. Cut out each sheet. Dispose of your waste material. 4. Label each sheet with your name on the back side. 5. Paper clip your sheets together. 6. Clean up your area. At the conclusion of the class, instruct the students to place these sheets in their Map Packets. (Or you may wish to collect them and keep them until the remaining sheets are completed.)	100

THE GREAT SEAL OF THE STATE OF IOWA
OUR LIBERTIES WE PRIZE AND
OUR RIGHTS
WE WILL MAINTAIN
GREAT
SEAL
OF
IOWA



THE FLAG OF IOWA

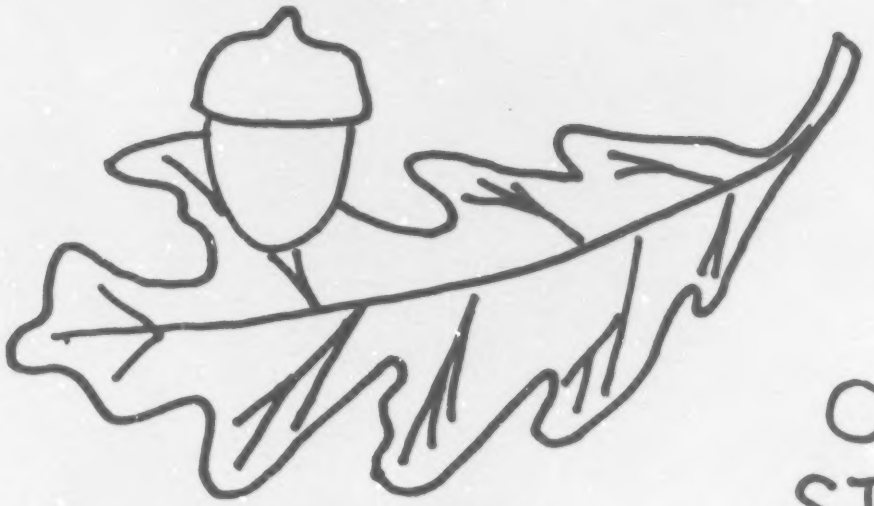
102

173

THE STATE BIRD

THE GOLDFINCH

103



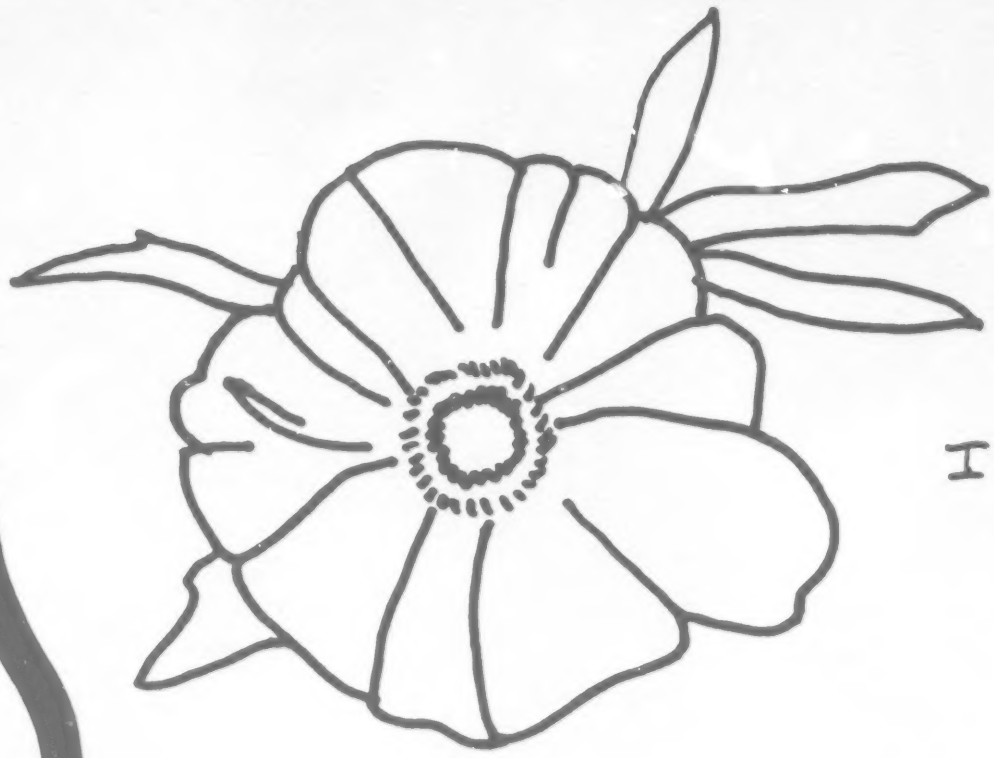
OFFICIAL
STATE TREE

104

THE OAK

182

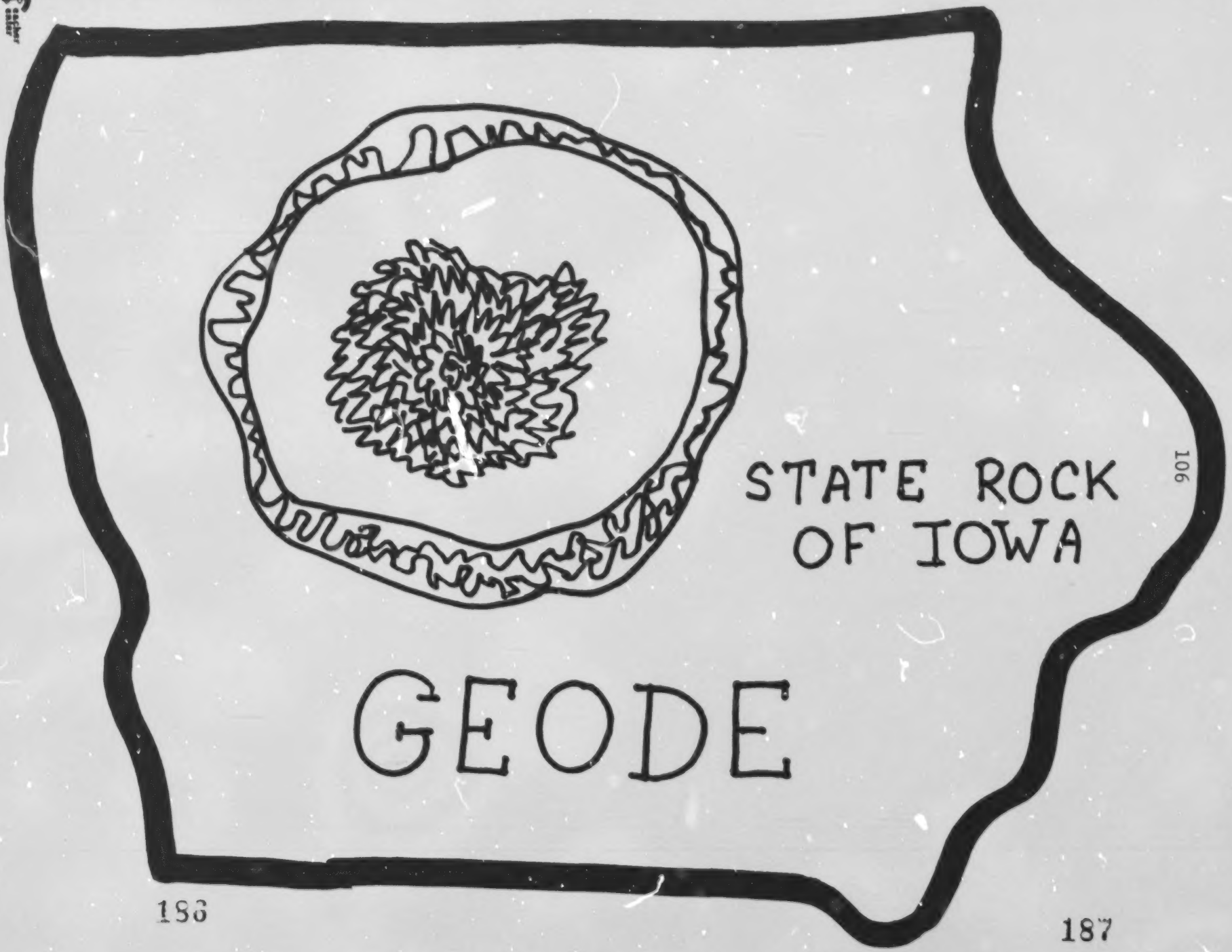
183



IOWA'S
OFFICIAL
FLOWER

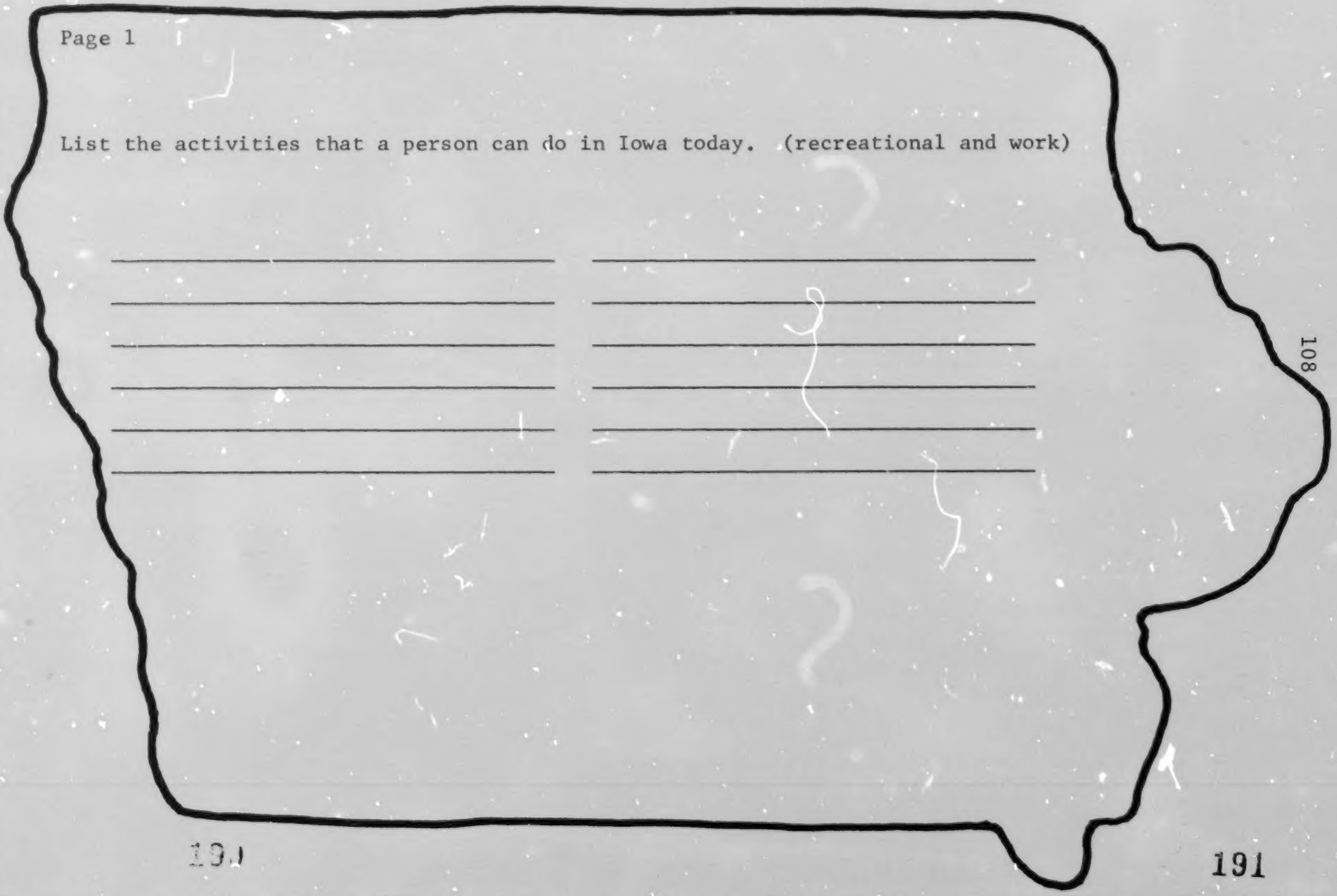
105

THE WILD ROSE


STATE ROCK
OF IOWA
GEODE
106
186
187

Objectives	Lessons 35-37 (3 days) Activity	Teacher Notes, Comments/Evaluation
The student will use material presented in past lessons to complete his Iowa Scrapbook sheets. The student will display his understanding of map skills as he refers to an Iowa Road Map. Materials For the Teacher: 1 set pages 1-9 Iowa Scrapbook sheets Answer Sheet For the Pupil: Iowa Notebook Iowa Map Packet Iowa Road Map 1 set pages 1-9 Iowa Scrapbook Numerous Iowa reference books Scissors	Day 1: Distribute the following sheets numbered 1-9. Explain to the students that today and tomorrow they will spend time completing these sheets. (It may seem overwhelming to some students, but stress that they have two class periods to complete the assignment.) Briefly go over each sheet. Encourage them to "spread out" and refer to materials in their Map Packets and/or Iowa Notebooks. Point out the variety of reference books available for them to use. Explain that the Iowa Road Map can be invaluable! Set them on to work. Day 2: Continue working on pages 1-9. Day 3: Instruct the class to place their sheets in order. They can self correct their own set. The purpose is to share their findings. As a class go over the sheets. Allow approximately 10-12 minutes at the end of the class to cut out these sheets. They should paper clip these to the six sheets they completed in Lesson 34 and place in their Map Packet. Note: You will find a sheet of lined and unlined paper that can be used in the scrapbooks. Possible uses could be creative writing, summaries of Video Tape Cassettes, reports, sketching an event or person.	107

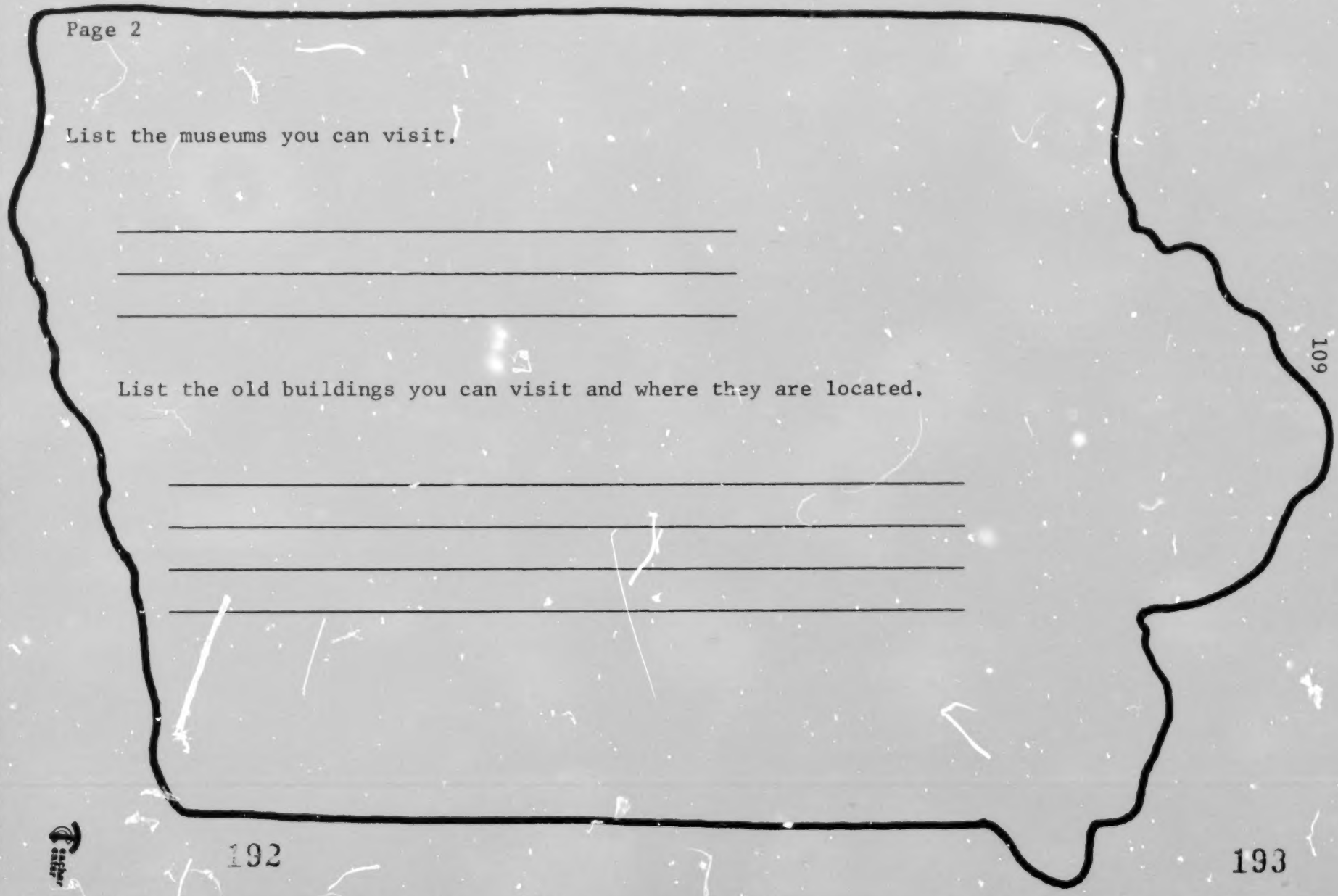
183



Page 1

List the activities that a person can do in Iowa today. (recreational and work)

108



Page 2

List the museums you can visit.

_____

_____

_____

List the old buildings you can visit and where they are located.

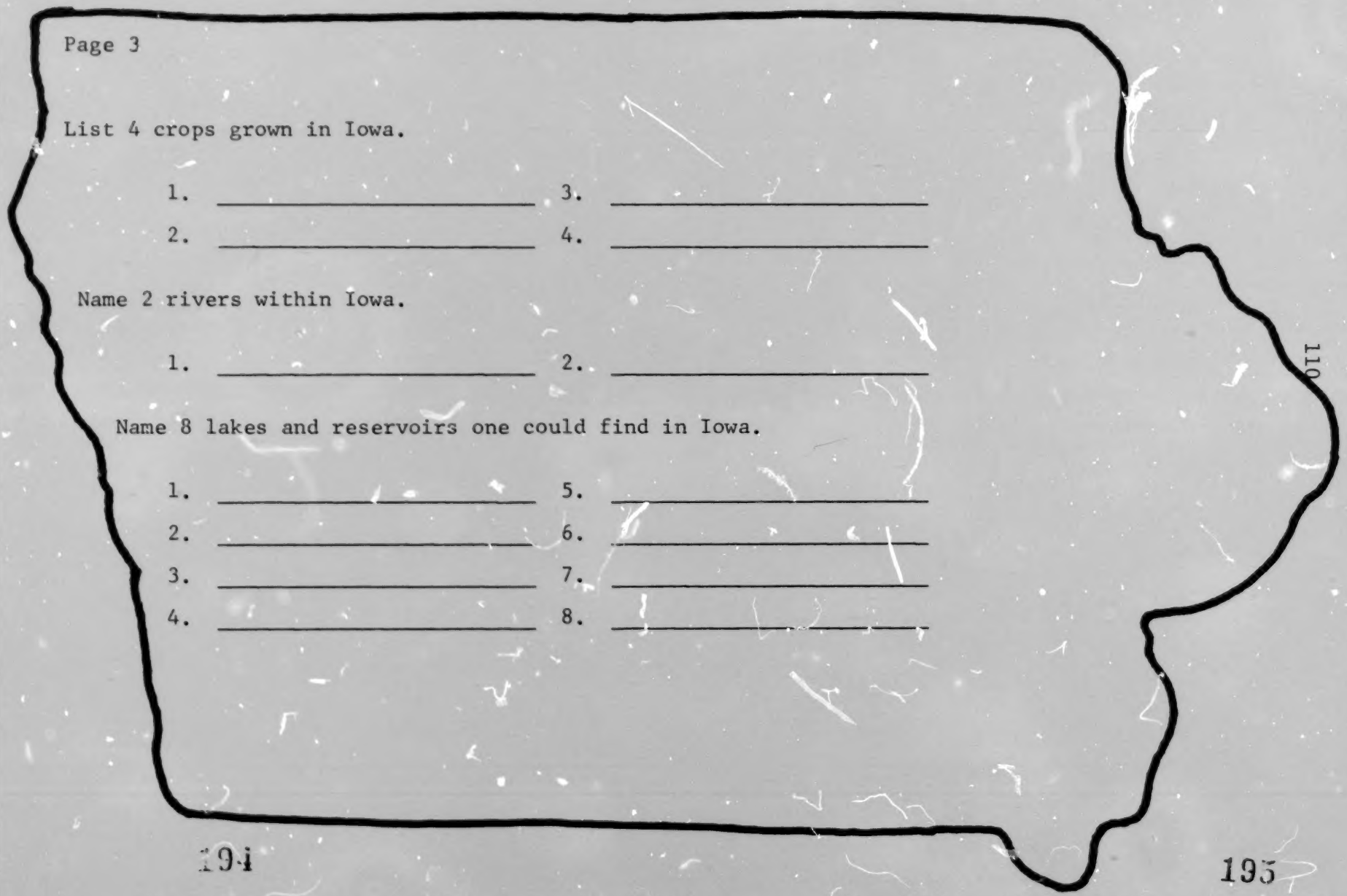
_____

_____

_____

_____

109



Page 3

List 4 crops grown in Iowa.

1. _____ 3. _____
2. _____ 4. _____

Name 2 rivers within Iowa.

1. _____ 2. _____

Name 8 lakes and reservoirs one could find in Iowa.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

110

Name the things you will find at the following places.

1. Marquette:

2. Fort Atkinson:

3. Des Moines:

What is the oldest city in the state? _____

List some riverside trading centers.

1. _____ 3. _____ 5. _____

2. _____ 4. _____

Locate the following places on your outline map of Iowa:

Nashua

Spillville

Ft. Atkinson

Burr Oak

Decorah

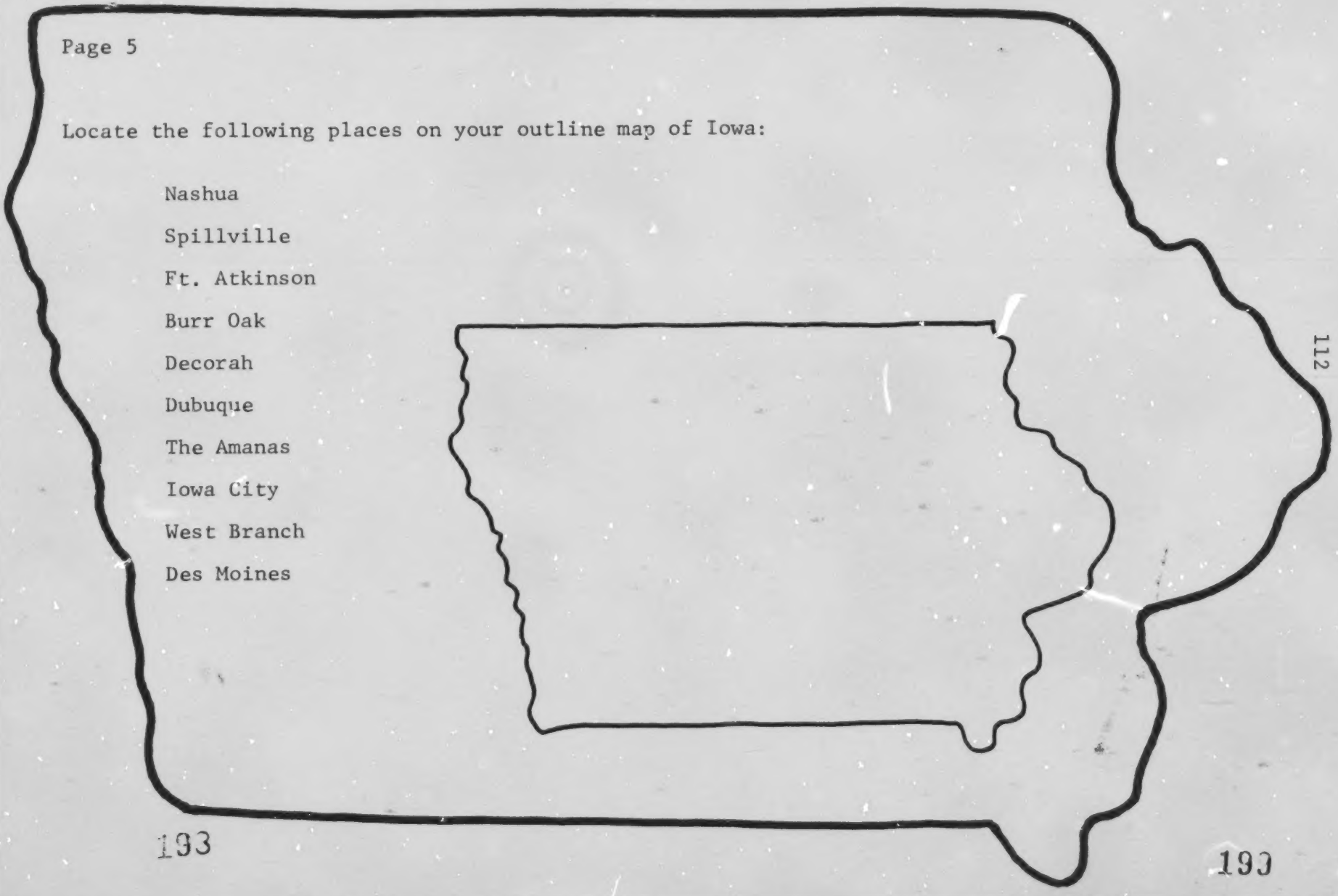
Dubuque

The Amanas

Iowa City

West Branch

Des Moines



Draw the following rivers on the map of Iowa:

Iowa River

Cedar River

Des Moines River

Missouri River

Mississippi River

Big Sioux River

Answer the following questions.

1. What river serves as the western boundary of Iowa? _____
2. How did the steaming riverboats help the pioneers? _____
   _____
   _____
3. Where is the Norwegian American museum located? _____
4. Where would you find information about German ancestry? _____
5. What would you find in Strawberry Point? _____
6. What would you find in Pella? _____
7. What would you find in Eldon? _____

List the kinds of activities you can do "off the beaten path."

Name many kinds of things you can do that make Iowa the "let's do something" place. List these.

1. Where are the national centers for antiquing?

_____ _____

2. Why would it be fun to attend a farm auction? _____

_____

_____

3. Name the Iowa sports that match the following seasons.

Spring	Summer	Fall	Winter

ANSWER SHEET - Lessons 35-37
Answers will vary

Page 1

List the activities that a person can do in Iowa today. (recreational and work)

Go to Amanas

Go to Adventureland

Go to Living History Farms

Dairy Farming

Farming

Go see Ice House Museum

Snow ski

Water ski

See the capitol in Des Moines

See the old capitol in Iowa City

Camping

See little red School House

See college sporting events

Zoo

Restaurant

Drive through the countryside

Amusement parks

Museums

Exercise: Swim
Sail
Golf
Tennis

117

203

ANSWER SHEET - Lessons 35-37

Answers will vary

Page 2

List the museums you can visit.

Ice House Museum - Cedar Falls

Mason House Museum - Bentonsport

Old Heritage Museum - Mt. Pleasant

Pioneer House - Oskaloosa

U.N.I. Art Museum

Grinnell Historical Museum

Ellsworth Museum

List the old buildings you can visit and where they are located.

Montauk - Clermont

Terrace Hill - Des Moines

Dodge House - Council Bluffs

Old Capitol - Iowa City

ANSWER SHEET - Lessons 35-37

Answers will vary

Page 3

List 4 crops grown in Iowa.

1. Corn
2. Soybeans
3. Wheat
4. Hay

Name 2 rivers within Iowa.

1. Missouri
2. Mississippi

Iowa
Des Moines
Raccoon
Turkey

119

Name 8 lakes and reservoirs one could find in Iowa.

1. Clear Lake
2. Spirit Lake
3. Storm Lake
4. Okoboji
5. Red Rock Reservoir
6. Rathbun Reservoir
7. Coralville Reservoir
8. Saylorville Reservoir

ANSWER SHEET - Lessons 35-37

Answers will vary

Page 4

Name the things you will find at the following places.

1. Marquette: Effigy Mounds National Monument - 191 pre-historic Indian mounds

2. Fort Atkinson: A fort that was built to protect one tribe of Indians from another.

3. Des Moines: An exhibit of Iowa Indian artifacts at the State Historical Building.

What is the oldest city in the state? Dubuque

List some riverside trading centers.

1. Dubuque
2. Keokuk
3. Clinton
4. McGregor
5. Guttenburg

120

Page 5

Locate the following places on your outline map of Iowa:

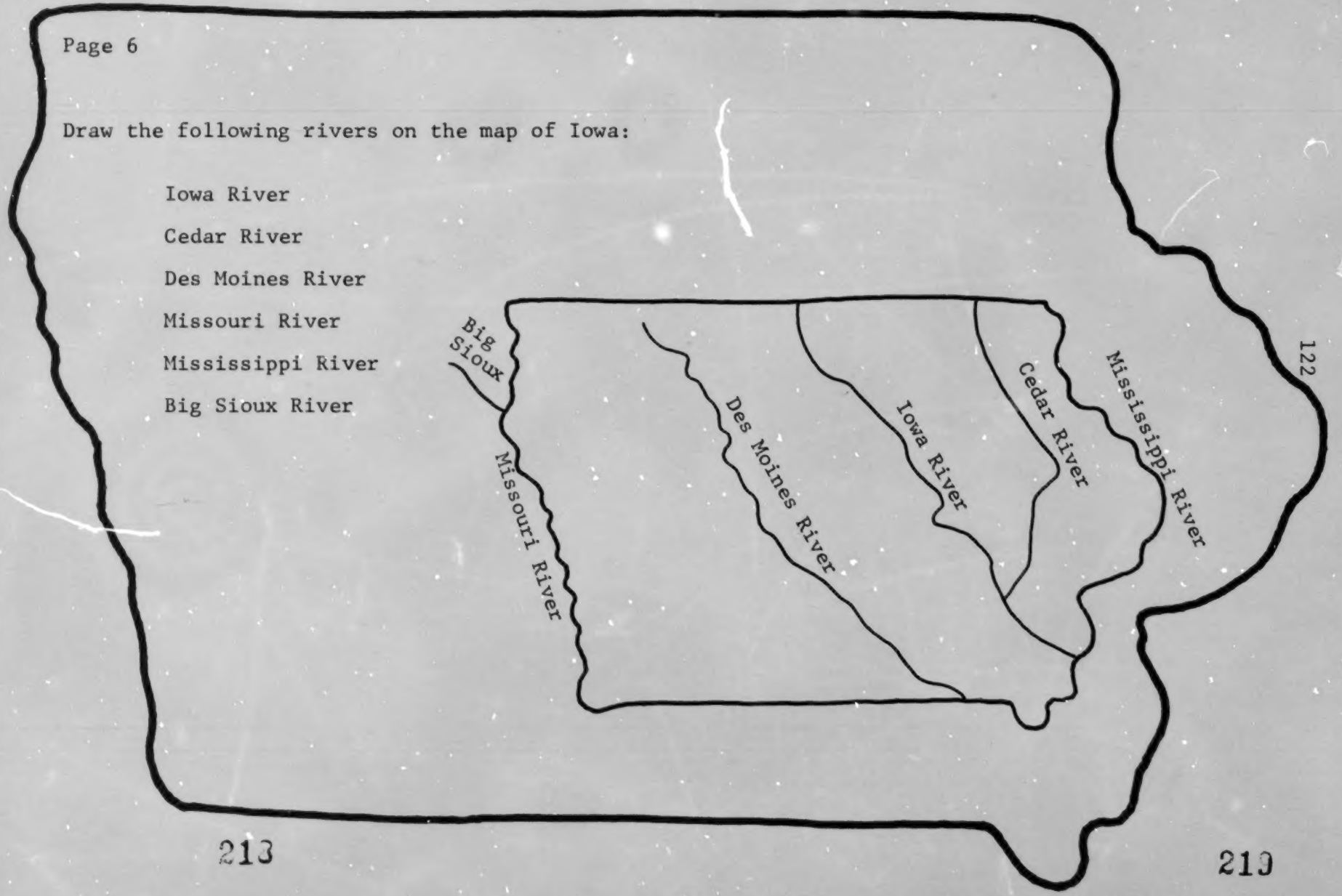
(5) Nashua
(6) Spillville
(7) Fort Atkinson
(9) Burr Oak
(8) Decorah
(4) Dubuque
(3) The Amanas
(2) Iowa City
(10) West Branch
(1) Des Moines

121

Page 6

Draw the following rivers on the map of Iowa:

Iowa River
Cedar River
Des Moines River
Missouri River
Mississippi River
Big Sioux River



ANSWER SHEET - Lessons 35-37
Answers may vary

Page 7

Answer the following questions.

1. What river serves as the western boundary of Iowa? Missouri River
2. How did the steaming riverboats help the pioneers? They brought pioneers, adventurers, and religious groups seeking new homes in Iowa's interiors.
3. Where is the Norwegian American museum located? Decorah
4. Where would you find information about German ancestry? Amana Colonies
5. What would you find in Strawberry Point? Back Bone State Park
6. What would you find in Pella? boyhood home of Wyatt Earp
7. What would you find in Eldon? small town home that served as the background for a Grant Wood painting.

123

ANSWER SHEET - Lessons 35-37

Answers may vary

Page 8

List the kinds of activities you can do "off the beaten path."

Wayside Shops	Camping
Country Museums	Visit state parks
Small town General Store	Visit forest preserves
Hiking	Picnic

Name many kinds of things you can do that make Iowa the "let's do something" place. List these.

Drama	Water-skiing
Camping	Sporting Events
Concerts	Hiking
Horseback Riding	Festivals
Sailing/Boating	Fairs
Snowmobiling	Flea Markets

Rock hounding

124

ANSWER SHEET - Lessons 35-37

Answers may vary

Page 9

1. Where are the national centers for antiquing?

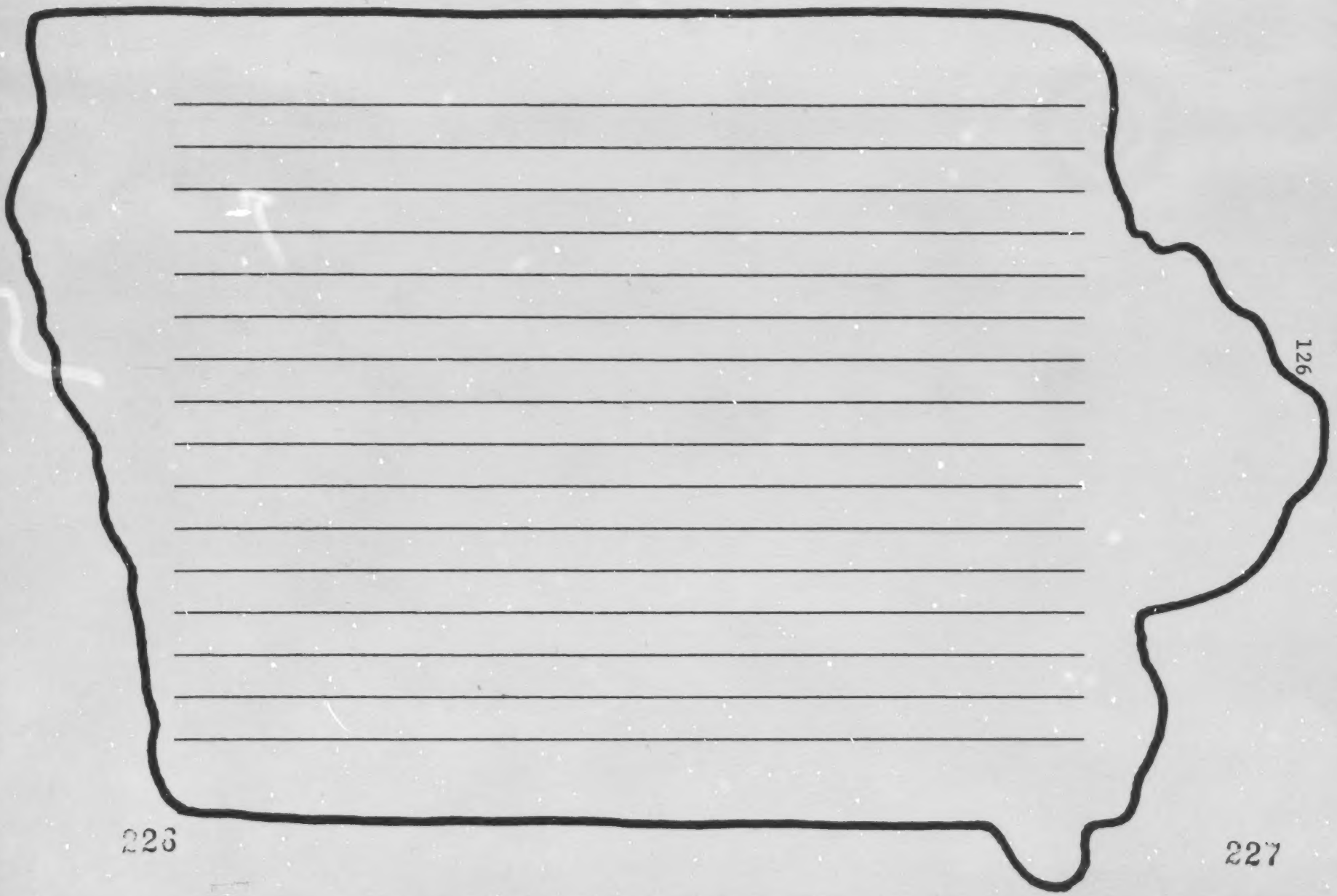
   Des Moines West Des Moines

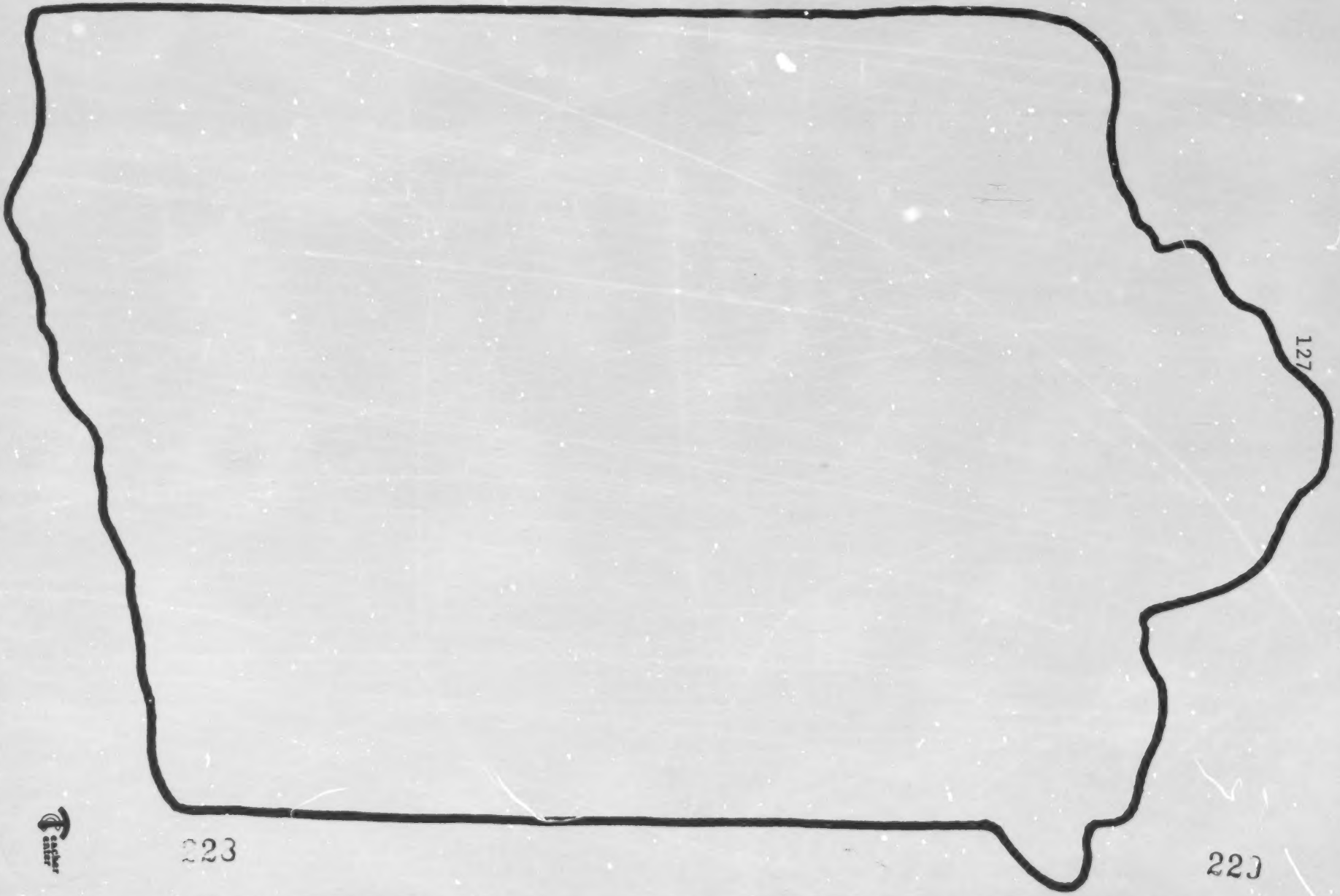
2. Why would it be fun to attend a farm auction? It is exciting and fast-paced. There are many opportunities for antique-hunting.

3. Name the Iowa sports that match the following seasons.

Spring	Summer	Fall	Winter
canoeing	swimming	nature walks	cross country skiing
houseboating	water-skiing	hiking	down hill skiing
golf	boating	camping	snowmobiling
tennis	sailing	hunting	hiking
bicycling	fishing	football	skating
		horseback riding	

125

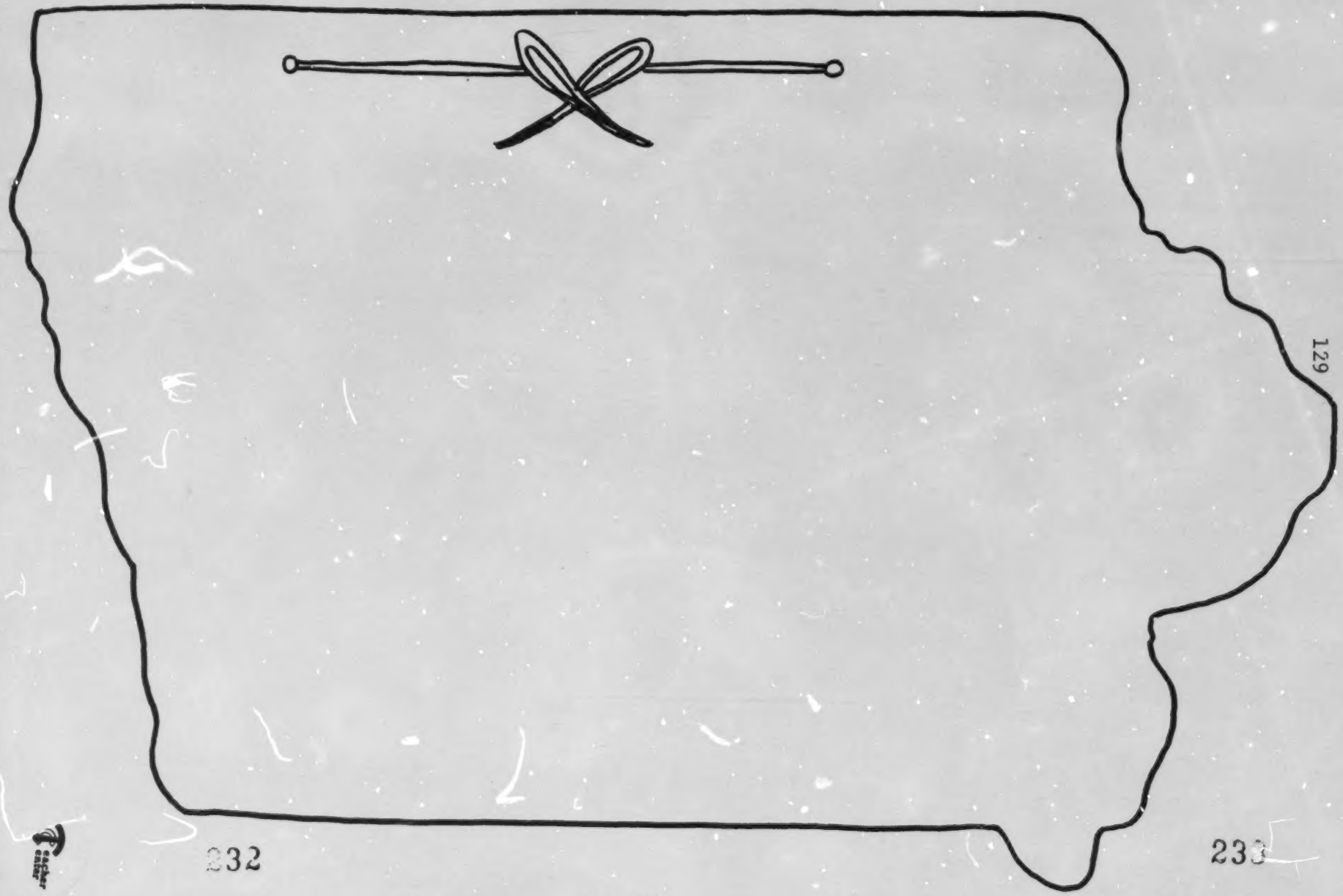



127
223
220

Lesson 38

Objectives	Activity	Teacher Notes, Comments/Evaluation
The student will design the front and back cover for his Iowa Scrapbook. Materials For the Teacher: Sample of finished product For the Pupil: Iowa Template Pencil Colored pencils/ markers Yarn Paper punch	The cover for the scrapbook can be made from a variety of materials - construction paper, card-stock, manila paper, pressed masonite. Make several templates so students can use their time efficiently. Tell them to trace the template twice (front cover, back cover). Dispose of their scraps. Approximately 2 cm from top punch two holes (see next sheet). Thread yarn from back side and tie on front. Be sure to tie loose enough so that you can still open your scrapbook. Remind the students to double check the order of their sheets. They should be in correct order. (Check Lessons 34-37.) Students enjoy decorating the front cover.	128

IOWA TEMPLATE - Lesson 38



Objectives	Lessons 39-40 (2 days) Activity	Teacher Notes, Comments/Evaluation
The student will understand the purpose of a time line. The student will participate in constructing a time line related to Iowa History. Materials For the Teacher: 22 slips of paper with a specific event listed For the Pupil: Construction paper (a variety of colors) Glue Scissors Iowa History reference books Encyclopedias	Day 1: Ask the class, "What is a time line? What kinds of events does a time line show? What is the purpose of a time line?" Through questioning, help the students understand that a time line is one method of showing events - in this case, historical events, in a chronological order. Explain that as a class they will be making a time line depicting some events that took place beginning with Prehistoric People through 1877. Note: The events can be pre-selected by the teacher, or as a class events could be selected. The following list of events is just a sample of what one might use. Time Line Assignments Prehistoric people Indians, Plains and Woodlands 1673 - Marquette and Joliet 1673 - First encounter of Indians and white men 1762 - Spain takes Louisiana Territory 1796 - Julien Dubuque-first settler 1800 - Spain returns Louisiana Territory to France 1803 - U.S. buys Louisiana Territory 1804 - Lewis and Clark 1805 - Zebulon Pike-first American Flag 1808 - First military post	130

Objectives	Lessons 39-40 (2 days) Activity	Teacher Notes, Comments/Evaluation
	1819 - First steamboat 1833 - First legal settlement permitted 1834 - Iowa becomes part of Michigan Territory 1836 - Iowa becomes part of Wisconsin Territory 1838 - Iowa becomes a territory 1846 - Statehood! - Ansel Briggs, governor 1857 - Des Moines is made capital 1857 - Spirit Lake Massacre 1867 - Northwestern Railroad was finished to Council Bluffs 1870 - 1,194,020-population of Iowa 1877 - Iowa took leadership in hog production Make time line assignments. Day 2: Allow students to research their event and construct in picture form their part of the time line. Complete the time line and put up for display.	131

A NOTE ABOUT TESTS

Throughout the unit a quiz and/or unit test is not only appropriate, but an important part of the students' learning. It is the writer's belief that preparing for a test is a skill that must be taught at the intermediate level.

Teachers should use their own discretion in determining the best time to administer a test. Therefore, rather than inserting a test within the series of lessons, I have included in the following pages one quiz, three tests, and a post-test. I have also included the answer keys. Again, they serve only as models. I hope you will find them useful, and do feel free to modify as you see fit. After all, YOU know your students best!

IOWA HISTORY - Quiz #1

Name _____

1. The first glacier to move through Iowa was the _____.
2. The Wisconsin glacier moved through Iowa about 15,000 years ago. This glacier left _____ in north central Iowa.
3. The period between glaciers was called the _____ period.
4. Several states were formed from the _____ Territory in 1812.
5. The argument over the boundary lines was between the state of Iowa and _____.
6. The war over the boundaries was called _____ because _____.
7. The governor of the Iowa Territory was _____.
8. In 1844, Iowa sent a Constitution to the United States Congress, but Congress changed part of it. What did they change? _____.
9. What year did Iowa become a state? _____.
10. Where was Iowa's first capital? _____.
11. Who was Iowa's first governor? _____.
12. The first two counties in Iowa were _____ and _____.
13. Iowa is divided into _____ counties.
14. Draw a rosette.

15. What state borders Iowa to the north? _____.
16. The _____ Constitution is the basic law of our state.
17. _____ borders Iowa to the south.
18. We live in _____ county.

IOWA HISTORY - Quiz #1 ANSWER KEY

1. Nebraskan
2. good soil
3. interglacial
4. Louisiana
5. Missouri
6. The Honey War
   -the land disputed had honey trees on it.
7. Robert Lucas
8. the boundary lines
9. 1846
10. Iowa City
11. Ansel Briggs
12. Dubuque - Des Moines
13. 99
14.

15. Minnesota
16. Iowa
17. Missouri
18. Black Hawk

SOCIAL STUDIES - Test #1

Iowa Test I - 60 points
Name _____
Date _____

Part I Write the names of the states that border Iowa. (6 points)

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Part II If you agree with the following statement, write yes in the blank. If you disagree with the statement, write no in the blank. (20 points)

1. _____ The Hopewell culture was found in the midwestern states.
2. _____ Hopewell people buried their people above the ground.
3. _____ Archeologists look for evidence of Hopewell religion in mounds and villages.
4. _____ Iowa's shape is influenced by the two rivers that help to form natural boundaries.
5. _____ The driest part of Iowa is in the northwestern part of the state.
6. _____ Cedar Falls-Waterloo receives an average of 28-33 inches of precipitation a year.
7. _____ The majority of Iowa is 1000 feet above sea level.
8. _____ The Ordinance of 1785 divided and sectioned land into townships.
9. _____ According to the Land Ordinance of 1785, Section 15 was set aside for private education.
10. _____ The Northwest Ordinance of 1787 outlawed slavery.
11. _____ Iowa became a state on December 28, 1846.
12. _____ Iowa was the 30th state admitted to the Union.
13. _____ Iowa's first state governor was Ansel Briggs.
14. _____ Iowa's first territorial governor was Robert Lucas.
15. _____ A state is a governmental unit.
16. _____ A state is a geographical unit with definite boundaries.
17. _____ A state is a land area with varied geographical features.
18. _____ Iowa has 99 counties.
19. _____ People provide the state with services. The state pays people taxes for these services.
20. _____ A constitutional convention drew up a state constitution when the territory was applying for statehood.

Part III Match the definition with the correct word. (10 points)

1. _____ topography
2. _____ elevation
3. _____ precipitation
4. _____ history
5. _____ archeologist
6. _____ Pleistocene
7. _____ glacier
8. _____ Hopewell Culture
9. _____ mound
10. _____ Effigy Mounds

a. moisture condensed from the air; the amount of moisture that falls at a given time or place

b. a scientist who studies the past by using objects people have made

c. a group of prehistoric people who lived in the Midwest from abou 500 B.C. to A.D. 500

d. physical feature of land; the land formation

e. a mound built in the shape of an animal lying on its side

f. the story of what has disappeared

g. large thick sheets of ice that once covered much of the earth

h. height above sea level

i. a low hill of earth

j. the Ice Age

Part IV Complete the following. (8 points)

1. The State Constitution provides three branches of government. They are: a. _____
   b. _____
   c. _____

2. We have responsibilities toward our government. Name two:
   a. _____
   b. _____

3. Before applying for statehood, the people had to go through three stages. Name these -- be specific.
   a. _____
   _____
   _____
   b. _____
   _____
   _____
   c. _____
   _____
   _____

Part V Complete the attached Iowa Government sheet. (16 points)

Name _____

EXECUTIVE

Governor _____

Lieutenant Governor _____

Secretary of State _____

Auditor of State _____

Treasurer of State _____

Secretary of Agriculture _____

JUDICIAL

Chief Justice, Iowa Supreme Court _____

LEGISLATIVE

National: U.S. (Washington)		State: Iowa (Des Moines)	
Senate	1. _____	1. _____	(17th Sen. Dist.)
	2. _____	2. _____	(18th Sen. Dist.)
House of Representatives			
	1. _____	1. _____	(Dist. 33)
		2. _____	(Dist. 34)
		3. _____	(Dist. 35)
		4. _____	(Dist. 36)

SOCIAL STUDIES - Test #1 ANSWER KEY

Part I

1. Minnesota
2. Missouri
3. Nebraska
4. Illinois
5. Wisconsin
6. South Dakota

Part II

1. yes	6. yes	11. yes	16. yes
2. no	7. yes	12. no	17. yes
3. no	8. yes	13. yes	18. yes
4. yes	9. no	14. no	19. no
5. yes	10. yes	15. yes	20. yes

Part III

1. d	6. j
2. h	7. g
3. a	8. c
4. f	9. i
5. b	10. e

Part IV

1. a. Executive
   b. Legislative
   c. Judicial
2. a. obeying the laws
   b. voting
3. a. Congress recognize the land area as a territory.
   b. When 5000 adult males, can elect an assembly and choose representative for congress.
   c. When population of 60,000, can write Constitution and apply for statehood.

Teacher Center

Name _____

EXECUTIVE

Governor Robert D. Ray

Lieutenant Governor Terry E. Branstad

Secretary of State Melvin D. Synhorst

Auditor of State Richard D. Johnson

Treasurer of State Maurice E. Baringer

Secretary of Agriculture Robert H. Lounsberry

JUDICIAL

Chief Justice, Iowa Supreme Court W. W. Reynoldson

LEGISLATIVE

National: U.S. (Washington)	State: Iowa (Des Moines)
Senate 1. Charles Grassley	1. Richard (Dick) Comito (17th Sen. Dist.)
2. Roger W. Jepsen	2. Willard (Bill) Hanson (18th Sen. Dist.)
House of Representatives	
1. Cooper Evans	1. Thomas Lind (Dist. 33)
Subject to change	2. Stephen Rapp (Dist. 34)
	3. Diane Brandt (Dist. 35)
	4. Marvin Diemer (Dist. 36)

IOWA HISTORY - Test #2

Name _____

Date _____

Homeroom _____

I. On the map do the following:

A. Label the state (1 point)
B. Write the names of the states that surround Iowa (6 points)

II. Write yes if you agree with the statement. Write no if you disagree with the statement. (22 points)

1. _____ Rivers helped to form Iowa's shape.
2. _____ Pioneers and early settlers generally settled around lakes and rivers.
3. _____ Almost all states are the same.
4. _____ The Missouri River forms the western boundary of Iowa.
5. _____ The Missouri River and Big Sioux River form the western boundary of Iowa.
6. _____ There are 48 states in the United States today.
7. _____ A state is composed of one community of people.
8. _____ A state is a governmental unit.
9. _____ Most states do not have any definite boundaries.
10. _____ Laws became necessary because other states said we needed them.
11. _____ A constitutional convention was called to draw up a plan for statehood.
12. _____ As a citizen a person has the responsibility of voting in elections.
13. _____ People support their government through taxes.
14. _____ Iowa became a state on December 28, 1846.
15. _____ The United States Constitution is the basic law of Iowa.
16. _____ Iowa has 101 counties.

17. _____ Iowa leads the nation in agriculture.

18. _____ Rural population has increased during the past 10 years.

19. _____ Because of agriculture, many industries have developed.

20. _____ Agriculture industries have made more jobs available to people in our state.

21. _____ "Mound Builders" lived in Iowa during pre-historic times.

22. _____ Many different tribes of Indians lived in what we call Iowa before white men came to Iowa.

III. Matching. Match a phrase from Column A with a word or phrase from Column B. (10 points)

Column A	Column B
1. _____ Mississippi	a. his boundaries were too large
2. _____ topography	b. his boundaries were just right
3. _____ Robert Lucas	c. December 28, 1846
4. _____ S. A. Douglas	d. the basic law of our state
5. _____ Iowa became a state	e. a river that forms Iowa's eastern boundary
6. _____ Missouri River and Sioux River	f. his boundaries were too small
7. _____ Nicollet	g. June 12, 1838
8. _____ Iowa State Constitution	h. physical features of a place or region.
9. _____ Marquette and Joliet	i. explored the Mississippi River and some of the territory that is now Iowa
10. _____ Iowa became a territory	j. rivers that form Iowa's western boundary

IV. Complete the lists. (24 points)

A. List five "resources" that played a major role in Iowa's development.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Name the three branches of Iowa's government.

1. _____
2. _____
3. _____

C. List three ways in which states differ from one another.

1. _____
2. _____
3. _____

D. List two crops Iowa farmers grow.

1. _____
2. _____

E. List three animals you would find on an Iowa farm.

1. _____
2. _____
3. _____

F. List the following:

1. Governor of Iowa _____
2. Lieutenant Governor _____
3. Iowa State Senators a. _____
   b. _____
4. Iowa State Representatives
   a. _____
   b. _____
   c. _____
   d. _____

143

250

IOWA HISTORY - Test #2 ANSWER KEY

I.

A. 1. Iowa

B. 2. Minnesota
3. Wisconsin
4. Illinois
5. Missouri
6. Nebraska
7. South Dakota

II.

1.	yes	7.	no	13.	yes	19.	yes
2.	yes	8.	yes	14.	yes	20.	yes
3.	no	9.	no	15.	no	21.	yes
4.	no	10.	no	16.	no	22.	yes
5.	yes	11.	yes	17.	yes		
6.	no	12.	yes	18.	no		

III.

1.	e	6.	j
2.	h	7.	f
3.	a	8.	d
4.	b	9.	i
5.	c	10.	g

IV.

A. 1. Clay
2. Limestone
3. Coal
4. Gravel
5. Stone

B. 1. Executive
2. Legislative
3. Judicial

C. 1. Size
2. Population
3. History

D. 1. Corn
2. Soybeans

E. 1. Cattle
2. Pigs
3. Sheep

F. 1. Robert D. Ray
2. Terry E. Branstad
3. a. Willard Hanson
b. Richard Comito
4. a. Stephen Rapp
b. Thomas Lind
c. Diane Brandt
d. Marvin Diemer

IOWA HISTORY - Test #3

Name _____

Iowa's Hall of Fame

1. The earliest known man to live in Iowa was _____ _____.
2. The French explorers who first saw Iowa in 1673 were _____ and _____.
3. _____ and _____ were the explorers of the Missouri River.
4. _____ was the Indian Chief for whom our county is named.
5. _____ was Iowa's first territorial governor.
6. _____ was the first governor of the state of Iowa.
7. The _____ were immigrants who established communal living, and they settled in the Amana Colonies.
8. _____ was a famous lawman who spent his boyhood in Iowa.
9. _____ was a pioneer in farm equipment manufacturing.
10. _____ was a famous woman writer who wrote about pioneer adventures.
11. These five Waterloo brothers died in World War II when their ship was sunk. _____
12. This native Iowan became President of the United States in 1928. _____

Teacher copy

13. This composer from Iowa made Iowa famous with his "Music Man." _____

14. _____ was a school teacher, lawyer, and a writer about Iowa farm life.

Facts About Iowa

15. Iowa became a state _____.

16. Iowa was the _____ state to be admitted to the Union.

17. The capital of Iowa is _____.

18. Iowa's state motto is "_____ _____."

19. Iowa's state flower is _____.

20. Iowa's state bird is _____.

21. Iowa's state tree is _____.

22. Iowa's state rock is _____.

23. Iowa's governmental structure is "bicameral." What does this mean? _____ _____.

24. Name 4 minerals found in Iowa. _____, _____, _____, _____.

25. Name the river that makes up part of Iowa's eastern border. _____

26. Name 2 rivers found close to Iowa's western border. _____ and _____

27. Name the county that Cedar Falls and Waterloo are located in. _____

28. Look at the United States map.
Label Iowa.
Label the states that surround Iowa.

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

29. Look at the county map.
    Shade in Black Hawk County.

30. List three industries found in Iowa.

    _____ _____

    _____

31. List five characteristics of a state.

    _____

    _____

    _____

    _____

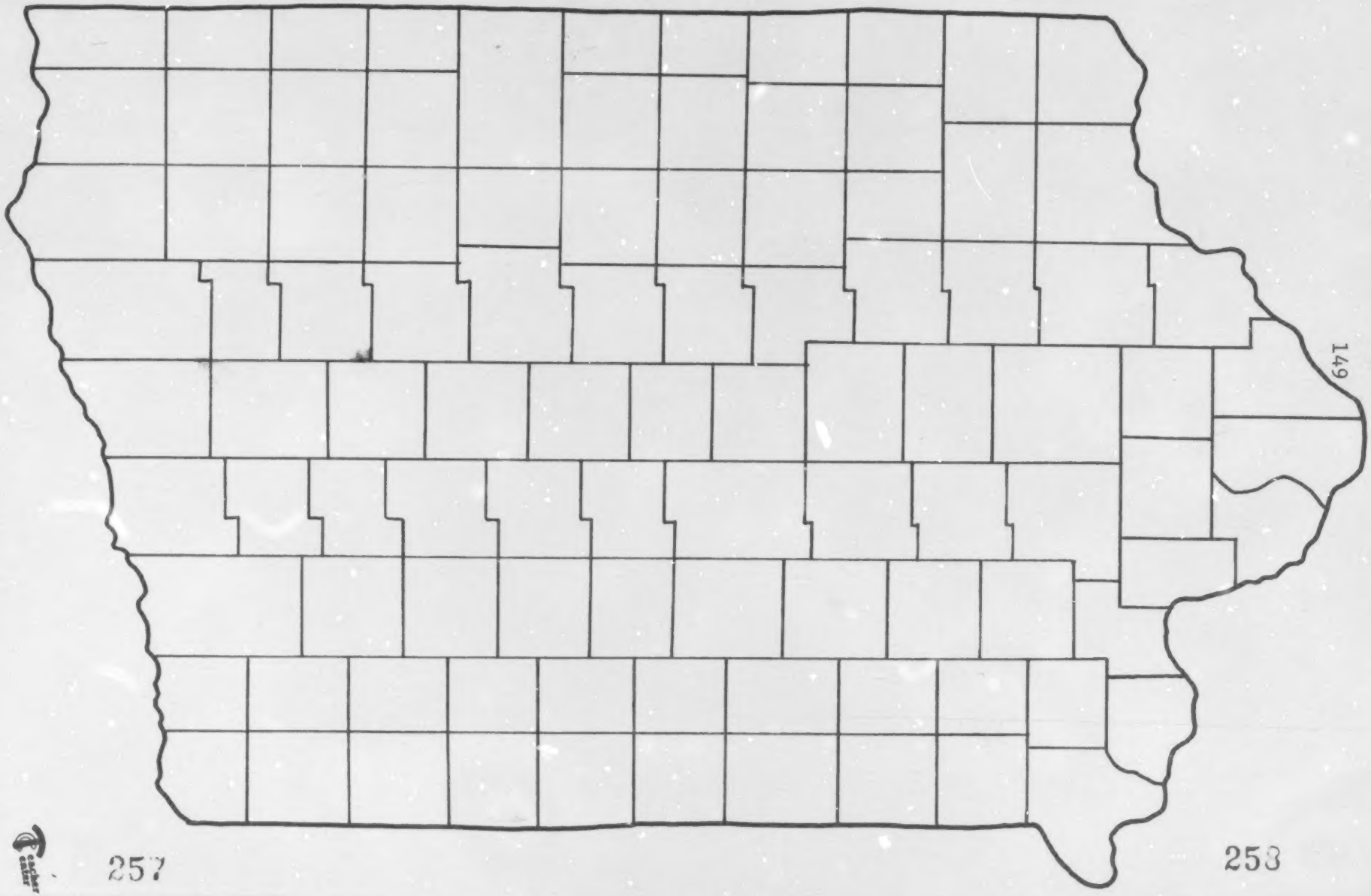
    _____

UNITED STATES MAP

255

256

IOWA COUNTY MAP



Name _____

EXECUTIVE

Governor- _____

Lieutenant Governor- _____

Secretary of State- _____

Auditor of State- _____

Treasurer of State- _____

Secretary of Agriculture- _____

JUDICIAL

Chief Justice, Iowa Supreme Court- _____

LEGISLATIVE

Senate- _____

_____

House of Representatives- _____

_____

_____

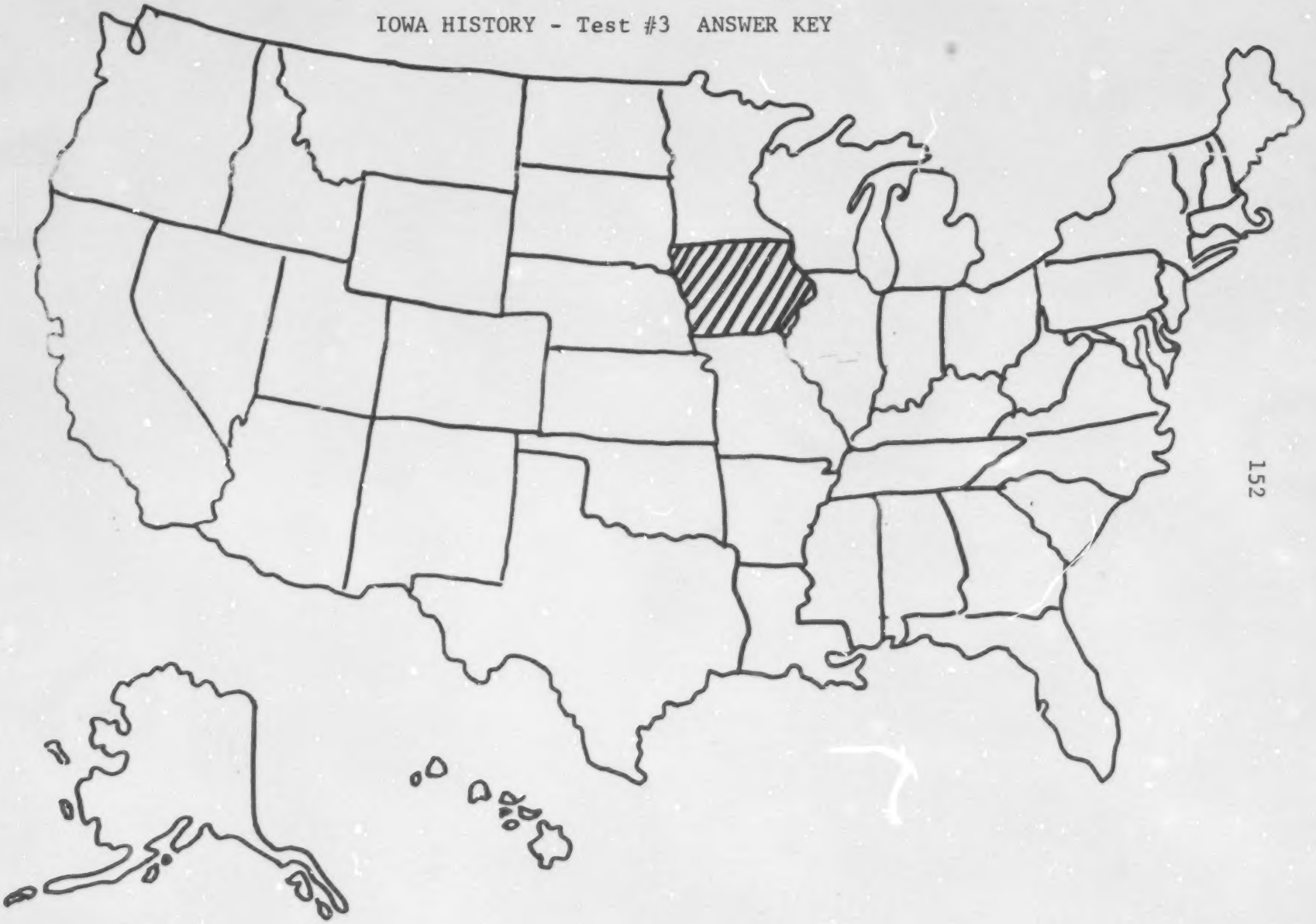
_____

teacher center

IOWA HISTORY - Test #3 ANSWER KEY

1. Mound Builders
2. Marquette - Joliet
3. Lewis - Clark
4. Chief Black Hawk
5. Robert Lucas
6. Ansel Briggs
7. Germans
8. Wyatt Earp
9. John Deere
10. Bess Streeter Aldrich
11. Sullivan Brothers
12. Herbert Hoover
13. Meredith Wilson
14. Herbert Quick
15. December 28, 1846
16. 29th
17. Des Moines
18. "Our liberties we prize and our rights we will maintain."
19. wild rose
20. Eastern goldfinch - wild canary
21. oak
22. geode
23. 2 legislative branches
24. coal - gypsum - clay - limestone - stone - sand - gravel
25. Mississippi
26. Sioux (Big) - Missouri
27. Black Hawk
28. Minnesota - Missouri - Nebraska - Illinois - Wisconsin - South Dakota
30. John Deere - Maytag - Viking - (others)
31. 1. a governmental unit
    2. one of 50 states that comprise U.S.
    3. a geographical unit with definite boundaries
    4. a land area with varied geographical features
    5. composed of many communities of people
    6. some towns are close to Cedar Falls-Waterloo, while others are far away
    7. states differ from one another in many different ways (history, population, size, opportunities, etc.)

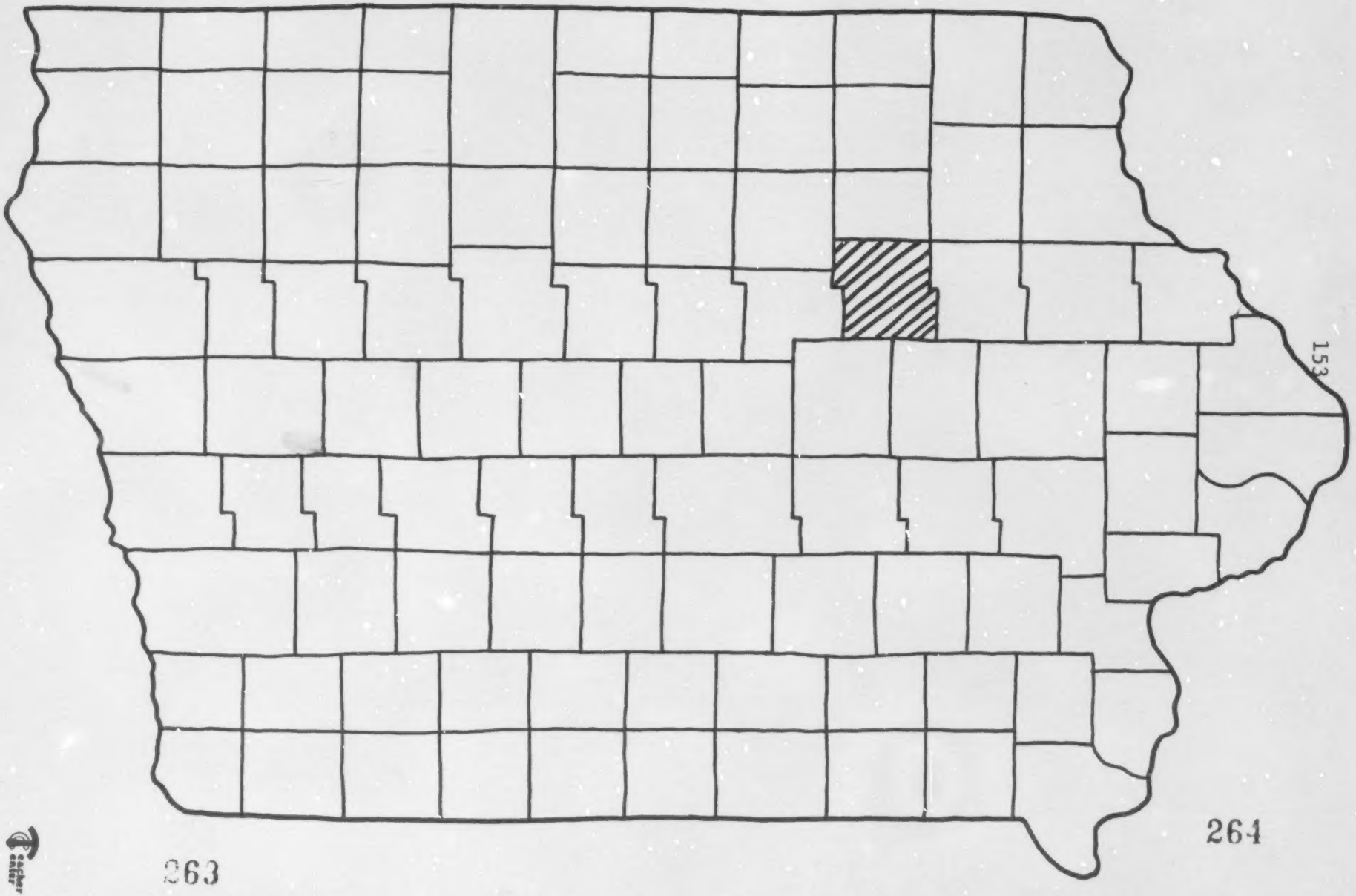
NOTE: For answers to final page of test, see Lesson 27.



261

262

IOWA HISTORY - Test #3 ANSWER KEY



153

263

264

IOWA HISTORY - Post Test

Name _____

Date _____

Homeroom _____

Part I: Fill in the blank. (10 points)

1. Iowa became a state on _____ in the year of _____.
2. Iowa has the nickname of the _____.
3. The capital of Iowa is now _____.
4. The state motto of Iowa is "_____
_____."
5. Our state flower is the _____.
6. Our state bird is the _____.
7. Our state rock is the _____.
8. Our state tree is the _____.
9. Iowa's theme is _____
_____.

Part II: Write yes if you agree with the statement. Write no if you disagree with the statement. (15 points)

1. _____ The great seal of Iowa is in the custody of the governor.
2. _____ The great seal of Iowa may only be used with the permission of the governor.
3. _____ The great seal of Iowa has Iowa's theme on it.
4. _____ The flag of Iowa has 3 sections - one of red, one of white, and one of blue.
5. _____ The flag of Iowa has the state motto on it.
6. _____ The flag of Iowa has an Eastern Goldfinch in the center.
7. _____ The Mississippi River is Iowa's western boundary.
8. _____ Missouri is the state just south of Iowa.
9. _____ Iowa was the 27th state admitted to the union.
10. _____ The average annual daily temperature in Iowa is 59°.
11. _____ Hoboing was at its height before the depression.
12. _____ The word "amana" means remain faithful.
13. _____ The Delta Queen is kept on the Missouri River.
14. _____ Herbert Hoover was a mining engineer before becoming president.
15. _____ The Tri State Rodeo is held at Mason City every year.

Part III: Match a person in Column A to what the person is known for in Column B. (20 points)

Column A	Column B
1. _____ Mound builders	a. First white man to settle in Iowa
2. _____ Marquette and Joliet	b. French explorer who first saw Iowa in 1673
3. _____ Julien Dubuque	c. First territorial governor
4. _____ Robert Lucas	d. Earliest known man to live in Iowa
5. _____ Sullivan Brothers	e. Killed on same boat during World War II
6. _____ Ansel Briggs	f. First large immigrant group to settle in Iowa
7. _____ Amana Society	g. Involved in the underground railroad
8. _____ John Brown	h. First governor of the state of Iowa
9. _____ Dutch Immigrants	i. Known to world as "Buffalo Bill"
10. _____ William Cody	j. Established a communal society
11. _____ Wyatt Earp	k. Started a meat packing business
12. _____ Carry Chapman	l. Famous in agriculture and for work with peanuts
13. _____ John Deere	m. Worked for women's rights
14. _____ John Rath	n. Famous law man
15. _____ George Washington Carver	o. Manufacturer of efficient farm equipment
16. _____ Herbert Hoover	p. Cartoonist who won Pulitzer Prize
17. _____ J. N. Darling	q. Became President in 1928
18. _____ Grant Wood	r. Famous singer
19. _____ Meredith Wilson	s. Wrote "Music Man"
20. _____ Andy Williams	t. Famous artist

Part IV: On the map do the following:

A. Label the state (1 point)

B. Write the names of the states that surround Iowa (6 points)

267

263

156

IOWA HISTORY - Post Test ANSWER KEY

Part I

1. December 28 - 1846
2. Hawkeye State
3. Des Moines.
4. "Our liberties we prize and our rights we will maintain."
5. Wild Rose
6. Goldfinch
7. Geode
8. Oak
9. Iowa-a place to grow

Part II

1. yes	6. no	11. no
2. yes	7. no	12. yes
3. no	8. yes	13. no
4. yes	9. no	14. yes
5. yes	10. no	15. no

Part III

1. d	6. h	11. n	16. q
2. b	7. j	12. m	17. p
3. a	8. g	13. o	18. t
4. c	9. f	14. k	19. s
5. e	10. i	15. l	20. r

Part IV

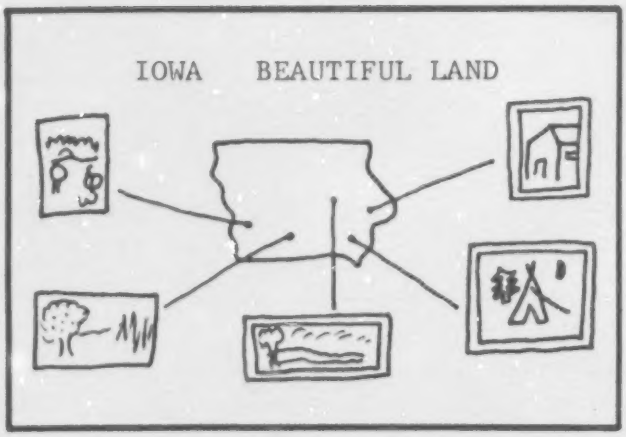
A. 1. Iowa

B. 2. Minnesota
3. Wisconsin
4. Illinois
5. Missouri
6. Nebraska
7. South Dakota

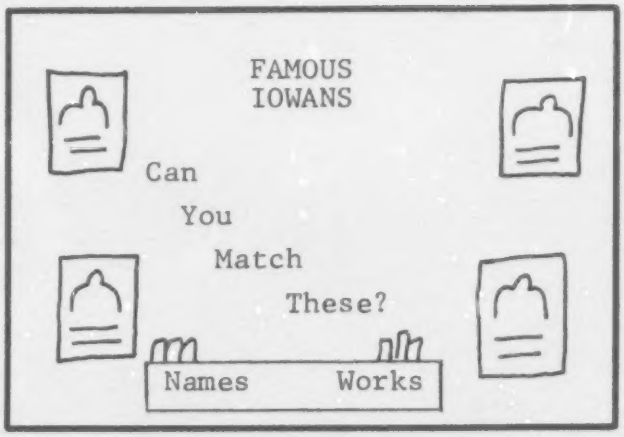
Teacher Center

HOW ABOUT SOME BULLETIN BOARDS?

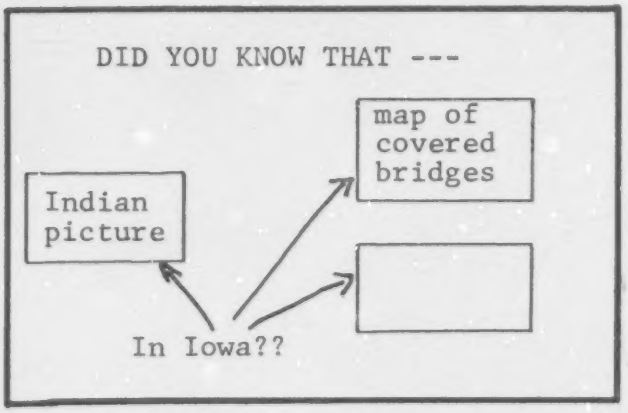
SUGGESTED IDEAS FOR BULLETIN BOARDS



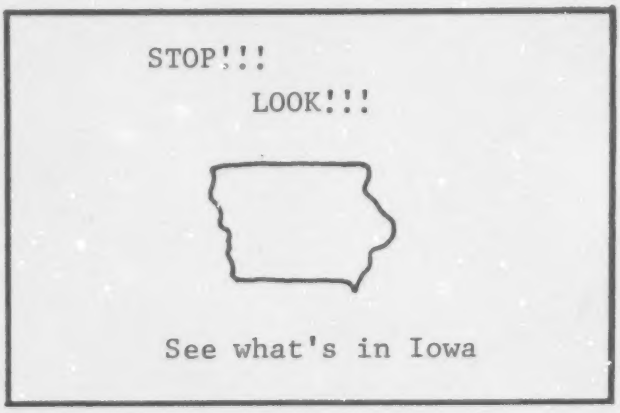
This bulletin board is one that can be used continuously by changing the pictures often. The pictures can be according to specific areas you are studying. The dots on the map represent cities. Yarn was used to attach the picture to the city. More cities can be added as necessary.



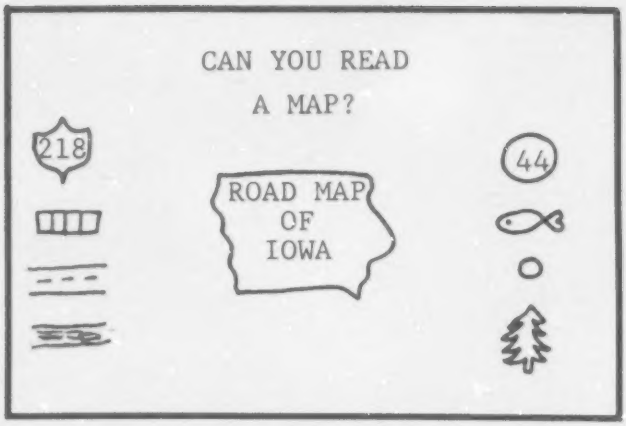
This bulletin board is adaptable, too. The pictures of famous people can be arranged in different ways. The names and work are placed in a pocket where the children can reach and place them with the correct picture. The pictures are changed when new people are studied.



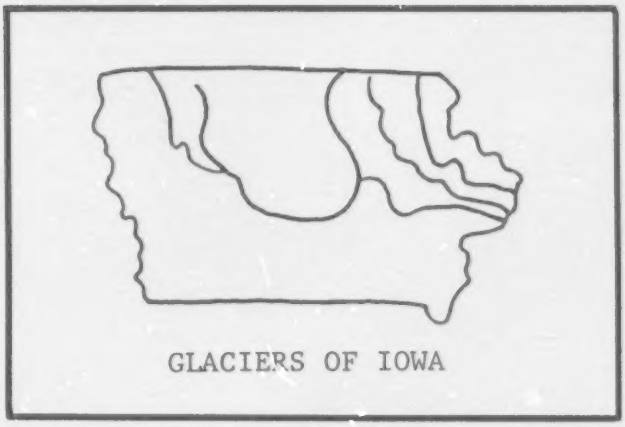
This one had a background of orange paper. The letters written with white heavy yarn. Here again pictures could be changed to draw attention to some of the interesting but little known things found in Iowa in any area you may be studying.



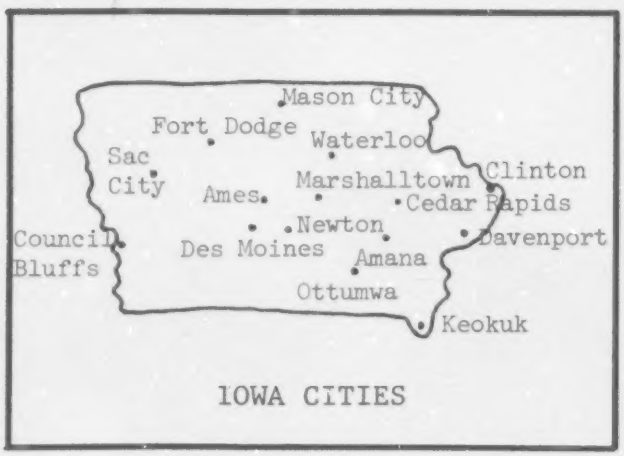
The bulletin board here has a map of Iowa. This is a products map and a map of interesting places found in Iowa. The background is orange and the letters made of heavy black yarn.



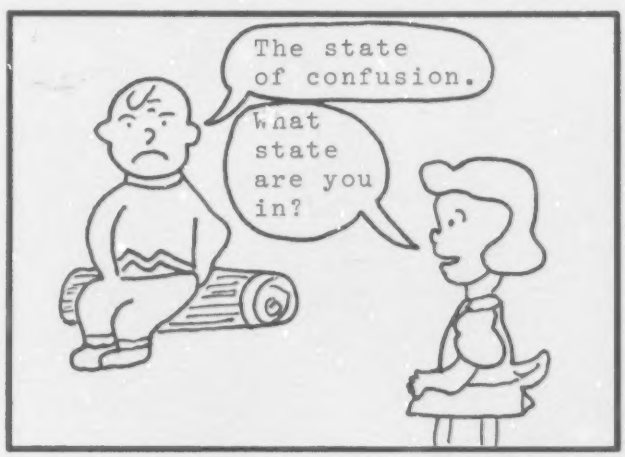
This bulletin board was made with a road map as the center of attraction. Signs were made to represent road and map signs. The children were to identify them on a map so they could tell what a map was about.



This was used in a study of glaciers. Each glacier was represented by a separate color. They were placed upon each other in the order they came over our states. This was then displayed for several days.



These are cities of Iowa that we studied in our Iowa unit. Thumb tacks were used to identify the cities as we studied them. Other cities may be used.



This is Lucy and Charlie. They are in the usual state of making Charlie useless. The log was brown with a blue sky and green grass background.

HOW ABOUT A SING-ALONG?

SONG OF IOWA

S.H.M. BYERS.
TUNE: MY MARYLAND
OR
O CHRISTMAS TREE

You ask what land I love the best, Iowa, 'tis Iowa,
The fairest state of all the west, Iowa, O Iowa.
From yonder Mississippi's stream, to where Missouri's waters gleam,
O! fair it is as poet's dream, Iowa, in Iowa.

See yonder fields of tasselled corn, Iowa, in Iowa,
Where plenty fills her golden horn, Iowa, in Iowa,
See how her wondrous prairies shine to yonder sunset's purpling line,
O! happy land, O! land of mine, Iowa, O! Iowa.

And she has maids whose laughing eyes, Iowa, O! Iowa,
To him who loves were paradise, Iowa, O! Iowa,
O! happiest fate that e'er was known, such eyes to shine for one alone,
To call such beauty all his own, Iowa, O! Iowa.

Go read the story of thy past, Iowa, O! Iowa,
What glorious deeds, what fame thou hast! Iowa, O! Iowa.
So long as time's great cycle runs, or nation's weep their fallen ones,
Thou'lt not forget thy patriot sons, Iowa, O! Iowa.

IOWA

MEREDITH WILSON
(MASON CITY, IOWA)

Iowa, it's a beautiful name when you say it like we say it back home,
It's the robin--in the willows--it's the postmaster's friendly "hello".
Iowa, it's a beautiful name, you'll remember it wherever you roam;
It's the sumac--in September--it's the squeak of your shoes in the snow.
It's the Sunday School and the old river bend,
Songs on the porch after dark.
It's the corner store and a penny to spend--You and your girl in the park.
Iowa, it's a beautiful name when you say it like we say it back home,
It's a promise for tomorrow--and a mem'ry of long, long ago.
Iowa, what a beautiful name, when you say it like we say it back home.

Teacher Center

THE LITTLE BROWN CHURCH IN THE VALE

There's a church in the valley by the wildwood,
No lovelier place in the dale;
No spot is so dear to my childhood,
As the little brown church in the vale.
O come, come, come, come,
Come to the church in the wildwood,
O come to the church in the dale;
No spot is so dear to my childhood,
As the little brown church in the vale.

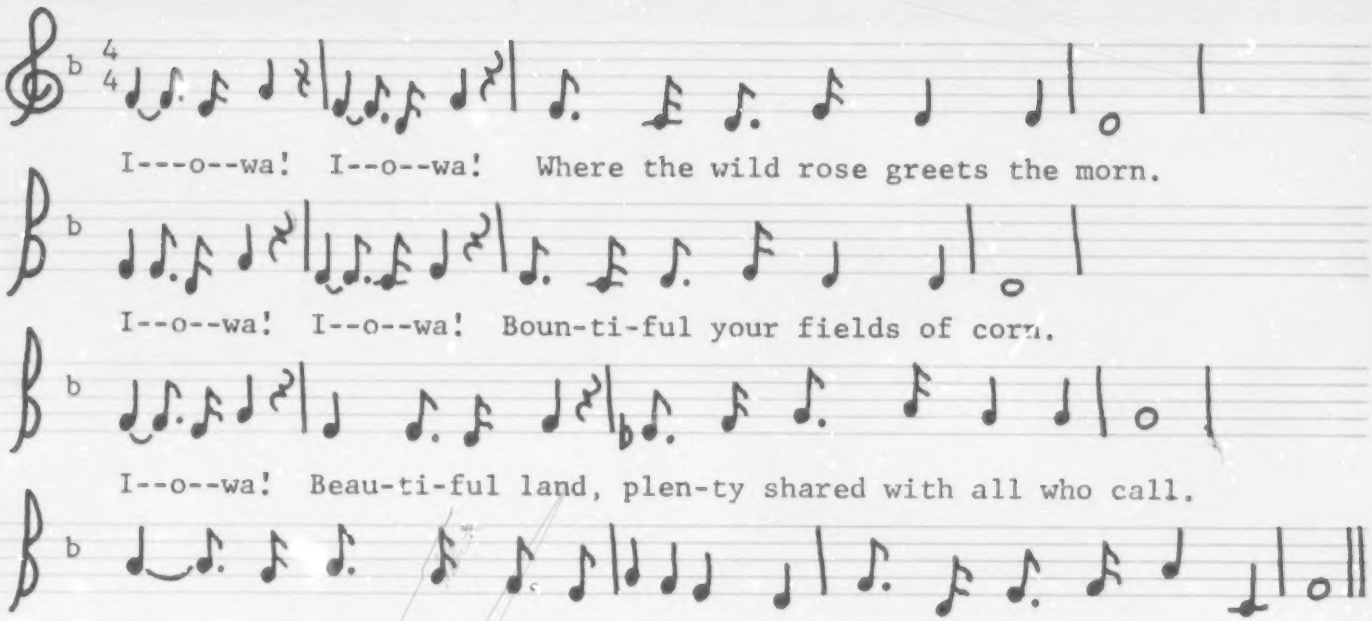
How sweet on a bright Sabbath morning,
To listen to the clear ringing bell;
Its tones so sweetly are calling,
O come to the church in the vale.
O come, come, come, come,
Come to the church in the wildwood,
O come to the church in the dale;
No spot is so dear to my childhood,
As the little brown church in the vale.

Teacher Center

IOWA, BEAUTIFUL LAND

MILDRED SOUERS
DES MOINES

MARCH TEMPO


I---o--wa! I--o--wa! Where the wild rose greets the morn.
I--o--wa! I--o--wa! Boun-ti-ful your fields of corn.
I--o--wa! Beau-ti-ful land, plen-ty shared with all who call.
You're the heart-land of the U.S.A., the state we love the best of all.

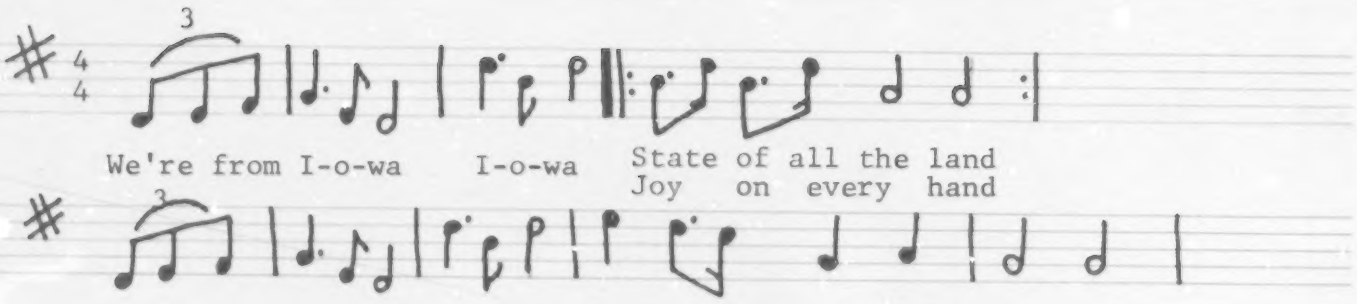
IOWA SPIRIT SONG 4 H

Tune: Hey Look Me Over! from "Wildcat"

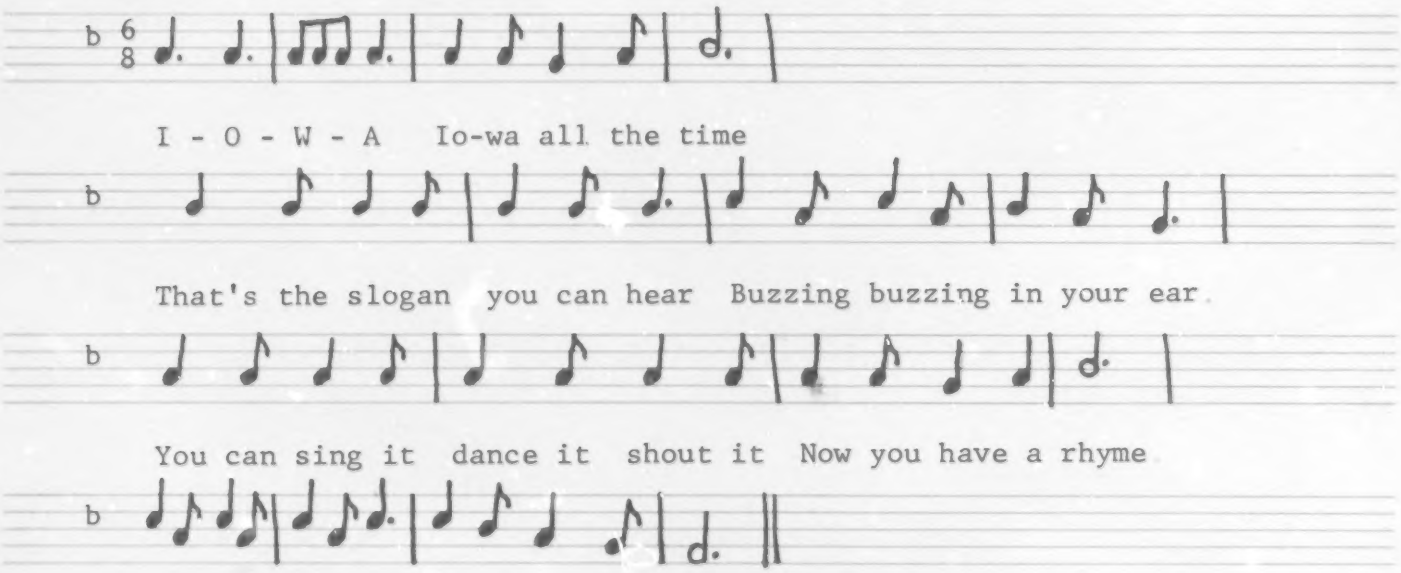
Hey! we're from Iowa
Lend us an ear,
Tell all the world the Iowans are here,
We're not from the North and
We're not from the South,
We're right in the middle of East and West
And you can bet your boots we're best,
We're right in the corn belt
Cream of the crop,
And any way you look at it
We'll always be on top,
So, whenever you see an Iowan
Be sure to wish him well
'Cause we're from Iowa, the Land that's swell.

IOWA CORN SONG

-George Botsford



I - O - W - A


I - O - W - A Io-wa all the time
That's the slogan you can hear Buzzing buzzing in your ear
You can sing it dance it shout it Now you have a rhyme
I - O - W - A Iowa all the time.

THINGS TO SEE AND PLACES TO VISIT IN IOWA

Introduction

The State of Iowa offers a wide variety of interesting things to see, places to visit, and things to do. The list which follows is representative of the numerous choices available to Iowans and tourists. There are many, many more which are not included on this list.

The Iowa Development Commission publishes and distributes a brochure, "Iowa, a place to grow," which details a number of interesting sites in Iowa. This is available upon request.

Much of Iowa's outdoor recreation is centered around its parks. There are 91 state-owned parks which are easily accessible to Iowans. They provide shelter, camping facilities, hiking, often fishing, boating, and swimming. A pamphlet listing the state (and county) parks is available from the Iowa Conservation Commission.

Little Switzerland (northeast Iowa)
Effigy Mounds National Monument
Pike's Peak (McGregor)
Fort Atkinson
Old Shot Tower in Dubuque
Bily Clock Museum
Montauk - Governor Larabee's home
Backbone State Park
Little Brown Church
Tama Pow-Wow and Mesquakie Indian Reservation
Amana Colonies
Stone City
Old Stone Capitol in Iowa City
Plum Grove - Governor Robert Lucas' home
West Branch and Hoover Presidential Library
Buffalo Bill's home - LeClaire
Harlan - Lincoln home
Chimney Monument of Old Fort Madison
Galland School
Mississippi Riverboat Rhododendron
Pine Creek Mill
Mt. Pleasant's Old Threshers' Reunion
Wyatt Earp's boyhood home - Knoxville
Tulip Festival at Pella
Maytag Museum
Herbert Quick School
Pilot Knob Tower
Hobo Convention at Britt
Grotto of the Redemption
Kalsow Prairie
Fort Dodge Replica
State Capitol - Des Moines

Teacher center

Terrace Hill
Salisbury House
Covered bridges - Madison County
Mount Pisgah Monument
Liberty Hall - Joseph Smith III residence
Henry Field Nurseries
Sidney Rodeo
Dodge House at Council Bluffs
Lewis and Clark Memorial
Recovered Riverboat - Bertrand
Floyd Monument
Orange City Tulip Time
Gardner Cabin
Spirit Lake Massacre Site Monument
Clay County Fair

References: Things to See and Places to Visit in Iowa

All books in the bibliography contain relevant information about some of the topics listed above. Refer to the index in these books for pages relating to the listed subjects.

Teacher Center

UNIT EVALUATION -

FOR TEACHER USE

It is the writer's hope that throughout the course of the unit, the teacher will keep a log to record notes pertaining to specific strengths and weaknesses of the instructional materials, desired changes in the learning experiences, and other suggestions to improve or modify the unit. You will note on each daily lesson there is space allowed for such information. Please use it!

At the completion of the unit, the teacher will be able to recognize areas that need to be revised before teaching the unit to another group of students.

In addition to keeping a log, the teacher may make use of a variety of evaluative devices in an attempt to measure the success of the unit. According to John U. Michaelis in Social Studies for Children in a Democracy (page 106), the following devices or procedures may be implemented in evaluating the success of the unit:

Objective tests
Essay tests
Teacher observation
Group discussion
Individual self-checking
Checking by a partner
Checking of written work
Anecdotal records on selected individuals
Reviewing files of each student's work (ie. Iowa Notebooks)
Teacher analysis of tape recordings
Student analysis of tape recordings
Keeping individual and group logs or diaries
Attitude and interest inventories
Rating scales and checklists

As a result of noting the success of a variety of evaluative devices, the teacher will recognize if the unit should indeed be taught again, and if so, in what manner.

The following is a sample checklist that could be used.

EVALUATION CHECKLIST

Rating Scale

High 1 ——— 5 Low

NAMES	Can recall basic concepts about Iowa Territory	Can list major cities in Iowa	Is an active participant in group discussions	Shows an interest in learning about Iowa History	Can describe the governmental structure of Iowa	Can use map reading skills in interpreting data	Prepares for unit tests	Completes daily assignments	Can research a given topic using appropriate reference aids	Knows how to apply previously learned information to new situations	Works cooperatively in partnerships or small group settings

UNIT EVALUATION -

FOR PUPIL USE

I would recommend that the pupils evaluate the unit periodically as the unit is being taught. I view feedback from pupils as a valuable tool that teachers frequently neglect to use. Pupil evaluation can take many forms: class meeting, small group debriefings, open-ended statements, verbal comments, attitude and interest inventories, checklists, and unit tests.

The following is a sample pupil self-evaluation form: (from Social Studies for Children in a Democracy, by John U. Michaelis)

How often do you do each item listed below?	Always	Usually	Sometimes	Never
1. I stick to the job until it is finished.				
2. I take part in many different activities.				
3. I work with everyone in the class.				
4. I consider the rights of others.				

BIBLIOGRAPHY

BOOKS

Anderson, Elaine Joy, Old World Iowans. Mason City: Klipto Loose Leaf Company, (no date).

Arpy, Jim, Legends of our Land--A Unique History of the Mississippi Valley. Davenport: Times-Democrat, 1968.

Baldwin, Clarence, Crossroads on the Cedar, A Story of Two Cities.

Bailey, Bernadine, Picture Book of Iowa. Chicago: Albert Whitman and Company, 1966.

Brown, Don, Iowa, Land Across the River. Des Moines: Wallace-Homstead Company, 1963.

Brown, Don, Tell a Tale of Iowa. Des Moines: Wallace-Homstead Company, 1965.

Carpenter, Allan, Iowa, From Its Glorious Past to the Present. Chicago: Children's Press, 1964.

Christensen, T. P., The Hawkeye State: A History for Home and School. Iowa City: Athens Press, 1956.

Christensen, T. P., The Iowa Indians: A Brief History. Iowa City: Athens Press, 1954.

Department of Public Instruction, Iowa History, A Guide to Resource Material. Des Moines: Iowa Department of Public Instruction, 1972.

Dwelle, Jesse, Iowa Beautiful Land. Mason City: Klipto Loose Leaf Company, 1954.

Erbe, Carl H., Text and Workbook in the History of Iowa. Cedar Falls: Holst Printing Company, 1961.

Federal Writers' Project of the WPA, Iowa - A Guide to the Hawkeye State. New York: Viking Press, 1938.

Fifty Years - Historical Record of Cedar Falls. Cedar Falls: Peter Melendy, Publisher, 1893.

Hake, Herbert, A Cartoon History of Iowa. Mason City: Klipto Printing Company, 1968.

Hake, Herbert, Iowa Inside and Out. Ames: Iowa State University Press, 1968.

Hanna, Quillen and Potter, Pioneering in Ten Communities. Chicago: Scott, Foresman and Company, 1940.

Hastie, Eugene, High Points of Iowa History. Perry, Iowa, 1966.

Havinghurst, Walter, Life in America, the Midwest. Grand Rapids: The Fideler Company, 1960.

Havinghurst, Walter, The Midwest, A Geography. Grand Rapids: The Fideler Company, 1967.

Havinghurst, Walter, The Midwest, Visual Teaching Portfolio. Grand Rapids: The Fideler Visual Teaching, Inc., 1968.

Heath, May, Iowa Hannah. New York: Hastings House, Publishers, 1961.

Houlette, William, Iowa, The Pioneer Heritage. Des Moines: Wallace-Homstead Book Company, 1970.

Hudson, Margaret and Ann Weaver, In Your Community (To Be A Good American Series). Belmont, California: Fearon Publishers, 1965.

Hudson, Margaret and Ann Weaver, In Your State (To Be A Good American Series). Belmont, California: Fearon Publishers, 1965.

Hurst, Frances, A Teacher's Comprehensive Guide for an Iowa History Curriculum. Des Moines: Wallace-Homstead Book Company, 1969.

Iowa Development Commission, Iowa A Place to Grow. Des Moines: Iowa Development Commission (no date given).

Jackson, Donald, Editor, Black Hawk: An Autobiography. Urbana, Illinois: University of Illinois Press, 1964.

Johnson, Jack and Fred Bowersox, Iowa Government - An Iowa Civics Book for Elementary Grades. Mason City: Klipto Loose Leaf Company, 1957.

Leavitt, Roger, When Cedar Falls Was Young. Cedar Falls: Record Press, 1928.

McKusick, Marshall, Men of Ancient Iowa. Ames: Iowa State University Press, 1964.

Miers, Earl S., Our Fifty States. New York: Grosset and Dunlap, 1961.

Miller, George, Rogues and Heroes from Iowa's Amazing Past. Ames: Iowa State University Press, 1972.

Moeller, Hubert, Hawkeye Tales. Published by Herbert L. Moeller, Palmer, Iowa, 1963.

Moeller, Hubert, Our Government - Local, State, and Nation. Published by Hubert L. Moeller, Palmer, Iowa, 1964.

Moeller, Hubert, 30 Stories of Iowa. Published by Hubert L. Moeller, Palmer, Iowa, 1966.

Nelson, H. L., A Geography of Iowa. Lincoln, Nebraska: University of Nebraska Press, 1967.

Posten, Margaret, This Is The Place - Iowa. Ames: Iowa State University Press, 1967.

Pratt, LeRoy, Discovering Historic Iowa. Des Moines: Iowa Department of Public Instruction, 1972.

Reida, Bernice, and Ann Irwin, Hawkeye Adventure. Lake Mills, Iowa: Graphic Publishing Company, Inc., 1966.

Sabin, Henry, The Making of Iowa. Chicago: A. Flanagan, Publishers, 1900.

Swanson, Leslie, Covered Bridges in Illinois, Iowa, and Wisconsin. By Leslie Swanson, Moline, Illinois, 1970.

Swanson, Leslie, Old Mills in the Mid-West (Illinois and Iowa). By Leslie Swanson, Moline, Illinois, 1963.

Wearin, Ortha, Before the Colors Fade. Des Moines: Wallace-Homstead Book Company, 1971.

Wood, Frances, Panoramic Plains - The Great Plains States. Chicago: Children's Press, 1962.

FILMS

Conservation in Iowa

Days of Decision

Discover America Along the Hiawatha Pioneer Trail

Earth Lodge People

The Eye of the Storm

Flying Farmers of Iowa

Fort Madison Archaeology

Grant Wood

Iowa Corn Harvest Festival

Iowa Grain Harvest Festival

Iowa's Hunting Heritage

Iowa Kids Today

Iowa's Buried Treasure: Limestone

Just For Today

Long Legged Fisherman

Mill Creek Village People

Polk Moves Ahead

Prairie Roadsides

Prehistoric Cultures

Progress in the Air Age

Roads to Grow On

Seed of Survival

Songs of the Woodland

Steamboat Bill

The Unclaimed Birthright

FILMS - IOWA AND IOWANS

Catalogue Number		
2764	Earth Lodge People University of Iowa, 1972, 17 min. color	IJS
2765	Exploring Old Fort Madison University of Iowa, 1970, 18 min. color	IJS
9056	Fort Madison Archaeology University of Iowa, 1973, 15 min. color	IJS
1801	The Heritage Centron, 1972, 11 min. color	IJ
3574	Iowa Heritage: Civil War IPBN, 1977, 30 min. color	IJS
On order	Iowa Heritage, From Here to There IPBN, 1977, 30 min. color	IJS
3577	Iowa Heritage: Iowa Country School IPBN, 1977, 30 min. color	IJS
3576	Iowa Heritage: Path to Statehood IPBN, 1977, 30 min. color	IJS
3575	Iowa Heritage: Prairie Pioneers IPBN, 1977, 30 min. color	IJS
2926	The Last Pony Mine Iowa State University, 1972, 23 min. color	IJS
3115	Limestone - Iowa's Buried Treasure Iowa State University, 1974, 25 min. color	IJS
2074	Nature's Gift to Man Sioux Honey, 1974, 10 min. color	IJS
3562	Old Capitol University of Iowa, 1977, 25 min. color	IJS
3235	Three From Illinois - parts I and II NCRTV, 1969, 42 min. color	IJSA
9378	We Are of the Soil Iowa State University, 1977, 23 min. color	IJS

3/4" VIDEO CASSETTE - IOWA AND IOWANS

Catalogue Number		
5499	Amana Colonies (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5504	Blue-Grass Festival (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5497	Delta Queen (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5500	Hoover Library (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5498	Living History Farms (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5496	National Hobo Convention at Britt (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5501	Northeast Iowa Color (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5502	Salisbury House (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5505	Traveling Highway 6 (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5503	Tri-State Rodeo (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5506	West Bend Grotto (Assignment Iowa Series) IPBN, 1977, 30 min. color	IJS
5495	The Work and World of a State Legislator AEA 11, 1977, 30 min. color	S

SMALL MEDIA - IOWA AND IOWANS

Catalogue Number		
6282	The Amana Colonies Iowa, Johnson, Linn, and Washington Counties, 1 study guide, 1 cassette, 1 filmstrip	JS
7060	The Amish Perfection Form, 1 script, 1 filmstrip, 1 cassette	IJS
6630	Ballooning in Iowa AEA 11, 1 guide, 1 cassette, 1 filmstrip	IJS
6561	Black Hawk County: History and Prehistory Junior League, 1 teacher's guide, 1 cassette, 1 carousel slide tray	IJS
7063	Buffalo Bill's Wild West Perfection Form, 1 script, 1 filmstrip, 1 cassette	IJS
6629	Covered Bridges of Madison County, Iowa AEA 11, 1 guide, 1 cassette, 1 filmstrip	IJS
6633	Electricity and Me ... and Energy Conservation Iowa Food and Energy Council, 1 teacher's guide, 6 cassettes, 11 filmstrips, 10 spirit masters	IJS
7055	Fall Wildflowers of Central Iowa AEA 11, 1 guide, 1 cassette, 1 filmstrip	IJS
6012	Herbert Hoover - Presidential Library and Birthplace AEA 10, 1 filmstrip, 2 cassettes	IJS
7057	Indian Artifacts I AEA 11, 3 guides, 3 cassettes, 3 filmstrips	IJS
7058	Indian Artifacts II AEA 11, 3 guides, 3 cassettes, 3 filmstrips	IJS
7059	Indian Artifacts III AEA 11, 3 guides, 3 cassettes, 3 filmstrips	IJS
6141	Iowa History Filmstrips Iowa State Teachers College, 6 silent filmstrips	IJS

Catalogue Number		
6074	Iowa Study Prints Red Oak LRC, 32 prints, 8 transparencies	PI
6281	Old Stone Capitol Iowa, Johnson, Linn, and Washington Counties, 1 study guide, 1 cassette, 1 filmstrip	IJS
7061	Seven Villages: The Amish Story Perfection Form, 1 script, 2 cassettes, 2 filmstrips	IJS
7064	The Sioux Perfection Form, 1 script, 1 filmstrip, 1 cassette	IJS
6624	Sites and Sounds of Historic Iowa Triangle, 1 guide, 6 cassettes, 6 filmstrips	IJS
7062	The Sodbusters Perfection Form, 1 script, 1 filmstrip, 1 cassette	IJS
6632	Solar Energy in Iowa AEA 11, 1 guide, 1 filmstrip, 1 cassette	IJS
7056	Spring Wildflowers of Central Iowa AEA 11, 1 guide, 1 cassette, 1 filmstrip	IJS
6155	Tornados of the U.S. Iowa, Grazulis, 1 cassette, 1 filmstrip	IJS
6150	A Tour of the State Capitol of Iowa RMI, 1 cassette, 1 filmstrip	IJS
6628	Tulip Time (Pella Festival) AEA 11, 1 guide, 1 cassette, 1 filmstrip	IJS
6403	Upper Iowa River AEA 11, 1 guide, 1 cassette, 1 filmstrip	IJS

FREE AND INEXPENSIVE MATERIALS

Prairie Plants write:

Windrift Prairie Shop
R.D. #2
Oregon, Illinois 61061

For free materials brochure What You Should Know About the Iowa House Public Information Office write:

Iowa House Public Information Office
State House
Des Moines, Iowa 50319

Write for free brochure about the Old Capitol:

Co-Ordinator of Special Services
Old Capitol
Iowa City, Iowa 52242

Road Map Math:

Department of Public Instruction
Planning Research and Evaluation Division
Grimes State Office Building
Des Moines, Iowa 50319

Explorations in Iowa History Project:

Extension Services
University of Northern Iowa
Cedar Falls, Iowa 50613

Iowa Events, Mini Vacations, Map of Iowa:

Travel Development Division
Iowa Development Commission
250 Jewett Building
Des Moines, Iowa 50309

Teacher Center

Greater Des Moines, Iowa pamphlet:

Greater Des Moines Chamber of Commerce
Eighth and High Streets
Des Moines, Iowa 50307

Beautiful Land, Iowa a Place to Grow, Under the Golden Dome, Digest Newsletter, 1978 Iowa Statistical Profile:

Iowa Development Commission
250 Jewett Building
Des Moines, Iowa 50309

For Maps of Iowa 1900 (60¢), Eastern Iowa 1885 (60¢), Western Iowa (60¢), and/or 1880 Alphabetical List of Known Towns ($1.50) write:

The Gold Bug
P.O. Box 588
Alamo, California 94507

The Iowa Masonic Library has a collection of Iowa history materials you may borrow, up to three books, for three weeks; write:

Grand Lodge of Iowa AF & AM
Iowa Masonic Library, Museum
and Administration Building
Box 279
Cedar Rapids, Iowa 52406

Booklets; From Cabin to Capital, Iowa History-Guide to Resource Materials, Iowa and Some Iowans, The Negro in Iowa, Iowa: Home for the Immigrants:

Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Booklets; The Golden Dome, How a Bill Becomes Law, Legislative Directory:

Secretary of the Senate
State House
Des Moines, Iowa 50319

Booklets; How a Bill Becomes Law, Legislative Directory, 1978 Committee Book:

Chief Clerk of the House
State House
Des Moines, Iowa 50319

Booklet; Conservation Education:

Conservation Education Center
Box 139
Guthrie Center, Iowa 50115

Game of Iowa ($3.95), Historic Front Pages (slides) ($2.50), Iowa Puzzle ($2.50):

Des Moines Register & Tribune
P.O. Box 957
Des Moines, Iowa 50304

Booklets; Iowa Woodland Flowers, Iowa Bird Study, Iowa Mammals, Iowa Prairies and Man:

Iowa Conservation Commission
300 Fourth Street
Des Moines, Iowa 50319

Booklets; Iowa - A Place To Grow, Iowa Events, Mini-Vacations, Quick Facts About Iowa:

Iowa Development Commission
250 Jewett Building
Des Moines, Iowa 50309

The Goldfinch:

Iowa State Historical Department
Division of the State Historical Society
402 Iowa Avenue
Iowa City, Iowa 52240

Booklets; Highways and Your Land, The Road Ahead:

Iowa State Highway Commission
Public Information Department
Ames, Iowa 50010